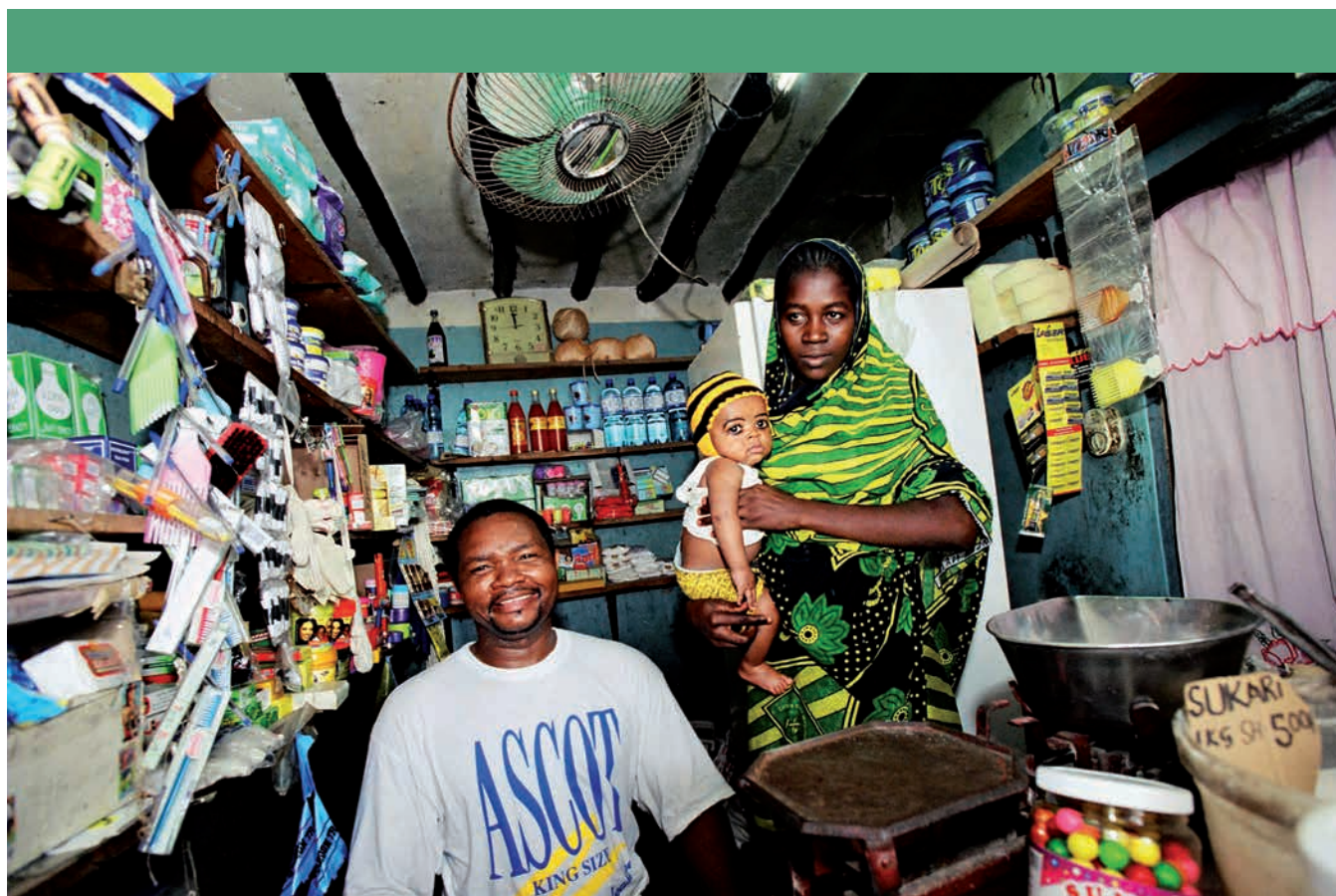


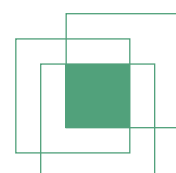
Promoting Equality and Addressing Discrimination



With microcredit, training and other supports, this disabled man started his own business on Zanzibar Island.

6.3 DISABILITY: INCLUSIVE APPROACHES FOR PRODUCTIVE WORK

■ As a result of labour market discrimination and social exclusion disabled people are most often found in the survivalist end of the informal economy, particularly in developing countries. There is a significant economic cost of not having disabled people productively engaged in the economy. In both developed and developing countries, under-utilization of disabled people in the workforce has a significant negative effect on the productivity of national economies. Inclusive approaches within policies to support the transition to formality in areas such as education, training, entrepreneurship, access to productive resources and work opportunities can help transform the cycles of poverty and marginalization which characterize the lives of many disabled people.



KEY CHALLENGES

- **Marginalization from the mainstream economy**
- **Weak data to support policy development**
- **Attitudinal barriers and social exclusion**
- **Low educational levels**
- **Skills gaps**
- **Labour market discrimination**
- **Weak policy and legal environment**

■ **Marginalization from the mainstream economy.** For centuries, many people with disabilities have been excluded from the mainstream of society. Disabled persons are amongst those most likely to face labour market discrimination, and are also at very high risk of poverty. In developing countries in particular they are therefore most often found in the informal economy since support services and work opportunities for disabled persons in the formal economy are not available¹.

This exclusion has been at great cost to societies particularly in terms of the lost contributions that disabled persons could make to their communities and to society at all levels. Not least is the high economic costs of not utilizing the productive potential that disabled people represent. A recent ILO study of ten developing countries in Asia and Africa found that economic losses related to disability are large and measurable – amounting to some 3 to 5 percent of GDP².

Of the 650 million people with disabilities (approximately one tenth of the world's population) 470 million are of working age. In all parts of the world disabled people are rarely given the types of supports and opportunities to make a major contribution to the economy and society³. The UN estimates that 80 percent of disabled persons in developing countries live below the poverty line and they comprise about 20 percent of the world's poor.⁴ A very large proportion of disabled persons in developing countries live in rural areas where poor infrastructure and lack of support services compound their disadvantages. In all parts of the world⁵:

- people with disabilities are less likely to be in employment than non-disabled persons;
- where they are employed, they are more likely to be in low-paid jobs with poor promotional prospects and working conditions;
- disabled women are less likely to have a decent job than either non-disabled women or men with disabilities;

1 ILO 2009 *Think Piece – Inclusions of Persons with Disabilities*, (internal document), August 2009, ILO Department of Skills and Employability

2 Buckup.S 2009 *The price of exclusion: The economic consequences of excluding people with disabilities from the world of work* Employment Sector Employment Working Paper No.43, 2009, ILO Geneva

3 ILO 2009 *Think Piece – Inclusions of Persons with Disabilities*, (internal document), August 2009, ILO Department of Skills and Employability

4 ILO 2009 *Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE)* ILO Geneva p 256

5 ILO 2009 *Think Piece – Inclusions of Persons with Disabilities*, op.cit

What is disability?

The ILO defines a disabled person as *an individual whose prospects of securing, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical or mental impairment*.⁶

According to the United Nations Convention on the Rights of Persons with Disabilities, disabled people include *those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others*.⁷ Each country tends to have its own definition of disability in laws and policies, and more likely have many definitions, depending on the context or purpose of the definition.

Disabled people are not a homogeneous group. Like all people, their identities, personal situations and needs are shaped by a multiplicity of factors including their

6 See Resource section for the ILO Convention on Vocational Rehabilitation and Employment (Disabled Persons), (No. 159), 1983.

7 See Resources section for the United Nations Convention on the Rights of Persons with Disabilities, Article 1.

- many people with disabilities are not registered either as employed or as unemployed, and are thus invisible in the labour market, surviving either through the support of their families or through social security payments;
- people with disabilities and their families are more likely to be among the poor in society.

The overall result of this situation is that many disabled people are confined to the informal economy in developing countries where they do not have the opportunity to earn a decent living or to contribute to the income of their families. The potential of very many disabled persons remains unrecognized, leaving a majority of women and men with disabilities living in poverty, dependence and social exclusion⁹. Attitudes towards women also have an effect. In some countries, where women are generally denied the opportunity to develop vocational skills, disabled women face additional barriers. They are often found in the most marginalized end of the informal economy as a result, and may experience high levels of dependence on family members. Similarly, other factors – such as the disabled person's race, ethnicity or age – can create additional barriers in different societies.

gender, age, personality, location, education, ethnicity, color, class, family, religion and sexual orientation.⁸

Disability is another dimension of human diversity. It is a normal part of human experience and anyone in society may experience disability at some time in life.

Disabilities are themselves also diverse in nature. The main types include sensory disabilities, such as visual and hearing impairments; physical disabilities, such as mobility and orthopedic impairments; intellectual disabilities, such as impairments in learning, understanding and concentrating; and psychosocial disabilities, such as impairments brought about by mood disorders, maladaptive behaviors and mental illnesses.

■ **Weak data to support policy development.** Policy development to support disabled persons in the informal economy is hampered by weak data and analysis. Significant variation in the definitions of disability adopted by different countries and differences in data collection methods have led to a wide variance in estimates of disability prevalence making it very difficult to make meaningful international comparisons.¹⁰

■ **Attitudinal barriers and social exclusion.** One of the most serious barriers which hinders a disabled people is the misconceptions and negative attitudes regarding disability. These socially induced barriers are often a far greater challenge than the person's impairment. Those with certain types of disabilities such as intellectual, psycho-social/mental health disabilities are often the most affected¹¹. The success of a disabled person's ability to engage in the world of work largely depends education, training, reasonable accommodation of their needs and opportunity rather than their impairment.¹² Reasonable accommodation to the needs of disabled persons is very rarely put in place. See box below.

What is 'reasonable accommodation'?

Under Article 2 of the UN Convention on the Rights of Persons with Disabilities, reasonable accommodation is defined as the '.... necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;'

8 Tony Powers. 2008. "Recognizing Ability: The Skills and Productivity of persons with disabilities." Literature Review. Employment Sector. Working Paper No. 3. ILO, Geneva. Pg. 1.

9 ILO 2009 Think Piece – *Inclusions of Persons with Disabilities*, op.cit

10 Yeo. R. 2001. Chronic poverty and disability, Chronic Poverty Research Centre (CPRC) Background Paper No. 4, (Somerset, UK, CPRC), Aug. 2001.

11 ILO 2009 Think Piece – *Inclusions of Persons with Disabilities*, op.cit

12 See Resources section for ILO 2009 *Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE)* ILO Geneva

■ **Low educational levels.** The social exclusion of disabled people often starts early with one symptom being marginalization from basic education. In some countries, people with disabilities do not generally attend school – either because they are cloistered away by their families or because educational institutions refuse to accept them – and are therefore denied the opportunity to develop important employability skills such as basic literacy and numeracy. Current estimates place the numbers of children with disabilities at around 150 million, with four fifths of them in developing countries. Millions more live with parents or relatives with disabilities¹³. While global commitments to ensure universal primary education under the Millennium Development Goals have resulted in intensified efforts in many countries to ensure greater access and inclusion of children affected by disabilities, marginalization still remains a persistent problem.

■ **Skills gaps.** Given the low educational participation rates of disabled people in many developing countries and the lower literacy rates resulting from this, their access to vocational training is often also significantly limited. Even where they have been able to access training, it may often be supply-driven and not linked to market demand. As a consequence, in many cases micro enterprises that they may set up suffer from by market saturation and intense competition.

People with disabilities and other socially excluded groups are also more likely to lack core work skills developed throughout a person's life of regular social interaction and work, skills such as communication, team building, decision-making, time- management and others. They typically cannot be taught in a short-term training course, but are important to both formal and informal workplaces.

■ **Labour market discrimination.** While disabled people in developing countries face many of the same barriers as those in more developed countries – such as lack of access to transport, education, training, and essential services, low self-esteem and low expectations arising from their marginalized position and social condition – formal sector jobs in developing countries are often more scarce and subject to intense competition. Employer misconceptions about lower productivity levels of disabled persons – frequently mistaken – restrict the work opportunities for disabled people. Similarly such attitudes may be prevalent in microfinance institutions, training service providers, local authorities and local communities thus hampering access to productive resources and income opportunities.

■ **Weak policy and legal environment.** A further barrier is the lack of supportive policies and laws and their inadequate implementation. While this is a factor for all who work in the informal economy, inadequate protection under the law is particularly problematic for people with disabilities since they already experience a number of disadvantages. Even where countries have made efforts to reach the informal economy and support its transition to formality, disabled people are often still invisible in policy formulation, despite their capacities, in many cases, to contribute to income generation for their families and communities.

● Disabled persons may be denied opportunities for education and skills which confines them to informal productive activities

● Misconceptions and negative attitudes restrict labour market opportunities of people with disabilities

● A weak policy and legal environment compounds existing disadvantages for disabled persons to access the formal economy

¹³ UNESCO 2010 *Reaching the Marginalized: Education for All; Global Monitoring Report*, UNESCO Paris 2010



Trader with leprosy, with her children.



Hairdresser with disability, at work, Ethiopia.

- A rights based approach
- Inclusive strategies
- Addressing data challenges
- Expanding labour market opportunities
- Education policies
- Overcoming skills gaps
 - Making training accessible
 - Community Based Rehabilitation
- Changing policy and legal frameworks
- Awareness raising and knowledge sharing

● A rights based approach to disability recognizes that barriers to economic participation must be removed to enable disabled person to participate in the mainstream economy

■ **A rights based approach.** In recent years there has been a major shift in approach dealing with disabled people, as the understanding of disability has been transformed, Rather than being seen as a personal problem or tragedy, which is often accompanied by a purely medical or social welfare approach, there is now a recognition that many barriers to the participation of disabled persons in the world of work arise from negative assumptions and attitudes and from social and physical environmental factors. This has led to a greater recognition of the rights of disabled people¹⁴. The rights-based approach is based on a social model of disability. The social model suggests that the disadvantages faced by disabled people are largely the result of socially-constructed barriers, rather than arising solely from the person's impairment. Barriers to participation must be removed and reasonable accommodation instituted so that disabled people can fully enjoy their rights and participate in society and contribute to the development of their countries.¹⁵

International instruments to support access to productive work for disabled persons

All ILO International Labour Standards apply to women and men with disabilities although some particularly single out their needs and rights. The concept of providing vocational rehabilitation services (career guidance, training and job placement assistance) and promoting inclusion was advanced with the *Vocational Rehabilitation (Disabled) Recommendation 1955, (No. 99)*. It was followed by *Vocational Rehabilitation and Employment (Disabled Persons) Convention 1983, (No. 159)* and its accompanying *Recommendation (No. 169)*, which promote the principles of equal treatment and equal opportunity between disabled workers and workers generally, as well as equal opportunities between disabled women and men. Further, *ILO Recommendation concerning Human Resource Development, (No. 195)* recognizes the need to promote access to skills training for people

¹⁴ ILO 2009 *Think Piece – Inclusions of Persons with Disabilities*, op.cit

¹⁵ See Resources section for ILO 2009 *Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE)* op.cit

with disabilities as well as others with special needs, including youth, low-skilled people and ethnic minorities.¹⁶

The ILO also has a *Code of Practice on Managing Disability in the Workplace (2001)* which offers practical guidance on managing disabilities in the workplace, including ensuring equal opportunities and improving the employment prospects of persons with disabilities¹⁷.

The ILO mandate of including disabled people has been given renewed strength and promotional opportunities with the coming into force of the *UN Convention of the Rights of Persons with Disabilities*. It requires that State parties ensure that people with disabilities can access vocational and other forms of training on an equal basis with others and that reasonable accommodation is provided. Similarly, it states that disabled persons should be accepted in the labour market and able to work in an environment that is open, inclusive and accessible.

For more details see Resources section to access these instruments

■ **An Inclusive strategy.** Disability inclusion refers to promoting and ensuring the participation of people with disabilities in all aspects of society including education, training and employment and providing the necessary support and reasonable accommodation so that they can fully participate¹⁸.

Because of the diverse nature of disabilities, people with disabilities have similarly diverse employment capabilities. For each of type of disability, there is a range of associated, specific needs that might be required to ensure that the productivity of individuals is maximized. For example, people who are deaf or hard of hearing might require their supervisors and coworkers to use alternative communication methods, such as sign language, writing or text messaging. People with mobility impairments might need additional attention given to the physical layout and accessibility of the workplace. People with intellectual disabilities might need job tasks analyzed and broken down into a sequence of more easily understood steps. People with psychosocial disabilities might need to take more frequent breaks if their concentration is impaired.

An individual's entry into the world of work and their ability to be productive is also affected by they have had a disability from birth or early childhood, or acquired later in life. In the latter case, the individual might have had relatively fewer problems in accessing skills development opportunities and might already be established in the workforce; but in the former case, the individual might have faced a far more challenging pathway and been denied educational, training and work opportunities. Similarly, the different cultural and societal circumstances of people with disabilities can greatly influence their skills development and ability to engage in productive economic activity.

■ **Addressing the data challenges.** The problem of paucity of data for policy development is not confined to information about persons with disabilities, but is prevalent throughout the informal economy in general

● Disability inclusion refers to promoting and ensuring the participation of people with disabilities in all aspects of society including education, training and employment and providing the necessary support and reasonable accommodation so that they can fully participate

● Article 31 of the UN Convention on the Rights of Disabled persons provides guidance on effective data collection

16 ILO 2009 *Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE)* ILO Geneva

17 See Resources section to access: *Managing Disability in the Workplace: An ILO Code of Practice*, 2002 http://www.ilo.org/public/libdoc/ilo/2002/102B09_340_engl.pdf

18 ILO 2009 *Think Piece – Inclusions of Persons with Disabilities*, op.cit

Nor is it a problem that is easily resolvable not least because of issues of different understandings and definitions of disability, and the fact that it is an evolving concept. While existing avenues of data collection such as census, household and labour force surveys are underutilized to gather information on persons with disabilities, nonetheless there is increasing recognition that better data and better data collection methodologies are needed to develop inclusive policies that take into account the needs of disabled persons and enable them to enjoy their rights. Article 31 of the UN Convention on the Rights of Disabled Persons for examples both obliges States Parties to collect relevant information and provides guidance on the appropriate ways of collecting data. Similarly the World Health Organization (WHO) and the UN Economic and Social Commission for Asia and the Pacific (ESCAP) have jointly developed a training manual on data collection for disability¹⁹.

● Entrepreneurship is an important strategy which can open up opportunities for disabled persons and enable them to overcome poverty traps and economic exclusion

Egypt and Jamaica have special programmes to enable disabled persons to start an enterprise

■ **Expanding labour market opportunities.** Many countries have put in place measures to overcome labour market discrimination against persons with disabilities. A two pronged approach is often the most effective: on the one side - ensuring an inclusive framework in general labour market policies which can open up opportunities for disabled people in the formal labour market; and on the other side: an affirmative action strategy to overcome persistent and entrenched disadvantage in the labour market. The latter measures are usually temporary in nature and are intended to reinforce equitable outcomes until the embedded disadvantages have been overcome. Examples of affirmative action policies include Bolivia, where four percent of employees in companies that do business with the government must be persons with disabilities. Egypt and Jamaica have a five percent quota of Government positions for persons with disabilities. Moreover both Egypt and Jamaica have established special measures to assist persons with disabilities to start enterprises. Similarly Argentina gives economic support to micro entrepreneurs with disabilities²⁰. Mexico has developed an Open Spaces programme aimed at supporting disabled persons to find work, while the Ministries of Labour in Argentina, Panama and Uruguay have training support and selective placement programmes for people with disabilities²¹.

Entrepreneurship is another key area of which can open up opportunities for disabled persons and enable them to overcome poverty traps and social and economic exclusion. Experience from ILO technical cooperation activities has shown that disabled persons, including women in particular, have tremendous productive potential and despite common misconceptions can operate viable growth oriented enterprises. Five sub-Saharan countries (Ethiopia, Kenya, United Republic of Tanzania, Uganda and Zambia) have been supporting the mainstreaming of women with disabilities into entrepreneurship activities through enhanced access to vocational skills training as well as access to credit and business development services (See Box below).

19 See <http://www.unescap.org/stat/disability/manual/Chapter3-Disability-Statistics.pdf> for more details

20 For more details see the Resources section to access UN General Assembly 2009 Report of the Secretary General *Realizing the Millennium Development Goals for Persons with Disabilities through Implementing the World Programme of Action Concerning Disabled Persons and the Conventions on the Rights of Persons with Disabilities* Sixty Fourth Session, Item 62 of the Provisional Agenda Social Development Including question related to world social situation and to youth, ageing, disabled persons and family A/64/180

21 For more details see ILO Cinterfor, Training and the Informal Economy <http://www.cinterfor.org.uy/public/english/region/ampro/cinterfor/temas/informal/grupos/discap.htm>

Developing Entrepreneurship Among Women with Disabilities (DEWD)

The DEWD project strategy was tested in Ethiopia 2001–2004, with support from Irish Aid. The strategy represents an innovative and flexible approach to technical cooperation by the ILO in the field of disability. The approach is based on partnerships with local nongovernmental organizations of DPOs and designed and implemented in close consultation with DPOs, training providers, micro-finance institutions, and national and local government authorities. The core elements were:

- Strengthening existing enterprises of women with disabilities and encouraging potential entrepreneurs to start up businesses.
- Building capacity of national DPOs to:
 - Facilitate access of potential women entrepreneurs with disabilities to business training, vocational skills training and credit.
 - Take increasing responsibility for project implementation, in cooperation with local and national government, under contract to the ILO.
 - Mobilize and diversify their funding sources (e.g. to enable them to sustain project activities in the longer term).
- Ensuring effective involvement of women with disabilities in managing project activities through the creation of a Project Management Committee mainly composed of women representatives from participating DPOs.
- Making use of existing in-country sources of technical expertise, skills training, and micro-finance.
- Seeking ways of “scaling up” the project to reach more women with disabilities.
- Documenting the impact of project activities through case studies, surveys and photo and video records.²²

Arising from experience in the DEWD project, guidelines have been developed to support the mainstreaming of women with disabilities into Women’s Entrepreneurship Development (WED) activities. These guidelines: *Count Us In!* provide technical advice to mainstream and specialized service providers, including women’s enterprise associations (WEAs), disabled persons’ organizations (DPOs) and others who want to ensure the full participation of disabled women in WED.

INCLUDE, a further ILO project supported by the Irish Aid Partnership Programme, evolved out of two previous projects supporting women with disabilities: DEWD and “Women’s Entrepreneurship and Gender Equality” (WEDGE). With INCLUDE, the focus is to promote the inclusion of persons with disabilities in employment-related programmes and services more broadly – including vocational training, enterprise development, employment services and microfinance²³. The INCLUDE Project strategy focuses primarily on building the capacity of regional and national disability inclusion support agencies to provide advocacy, sensitization, technical advisory services, and other support services, thus building national capacity to support disability inclusion, including the inclusion of disabled persons living with HIV/AIDS.²⁴

22 For more details see Resources section to access: ILO Developing Entrepreneurship Among Women with Disabilities (DEWD) Skills and Employability Fact Sheet

23 For more details see Resources section to access: Promoting Decent Work for People with Disabilities through a Disability Inclusion Support Service (INCLUDE). Fact Sheet. July 2009.

24 Collaboration is a key to achieving maximum efficiency and intended end results. The Project pulls together the efforts of the Women’s entrepreneurship Development and Gender Equality (WEDGE); the ILO International Training Centre in Turin; the ILO Small Enterprise Development Programme (SEED); the ILO Social Finance Unit; the ILO Bureau for GENDER Equality; and, ILO Programme on HIV/AIDS and the World of Work (ILO/AIDS).

Opening access to the formal economy starts with education. Good practices from Argentina, Ecuador, Jamaica, Montenegro and the Kyrgyz Republic in inclusive approaches to education include laws on universal access, policies for mainstreaming, scholarships, targeting, quotas, infrastructural changes

● Inclusive policies to overcome skills gaps entail ensuring the participation of persons with disability in training, AND, providing reasonable accommodation so they can participate

■ **Inclusive education policies to address low educational participation rates and literacy rates.** As noted in the challenges section above, disabled people are amongst those most likely not to attend school and to be among the non-literate or semi-literate sections of the population because of inequitable access to education from an early age. This has enormous consequences for their opportunities to access training and to obtain jobs whether in the formal or informal economy. However, as the productive potential of people with disabilities has been increasingly recognized, countries have been making efforts to achieve equal opportunities in education for children and adults with disabilities. Several governments have endorsed the principles of inclusive education and are implementing active policies for access. Argentina for example has passed a national education law which guarantees inclusive education through universal policies, and provides higher education scholarships for persons with disabilities. Ecuador is establishing a National Project of Inclusive Education, while Jamaica is seeking to make education more accessible and inclusive through its National Policy on Special Education. The Kyrgyz Republic is promoting inclusive education and has increased access of regular schools to children with disabilities. Montenegro is taking measures to ensure inclusion and accessibility of all children and youth with disabilities. And the Philippines is in the process of improving accessibility of the educational structures in general²⁵.

■ **Overcoming skills gaps.** Along with supporting higher educational participation and strengthening literacy, building the skills of disabled persons is an essential strategy to enable them to earn better incomes and potentially access formal economy jobs, thus overcoming the cycle of poverty and disadvantage which confines many disabled people to the informal economy. Disability inclusive policies with regard to skills training refers to promoting and ensuring the participation of people with disabilities in education, training and employment, AND providing the necessary support and reasonable accommodation so that they can participate. Disability inclusion is more than 'just inviting disabled persons to the table'; it is assuring that they can get to the table and that the barriers to participation are removed and support provided²⁶. These barriers may be physical, related to information and communication, policy and legal, institutional, attitudinal and also gender based²⁷. Some countries have put in place effective non-discrimination policies which apply to education. India for example uses quotas to ensure people with disabilities are included in TVET. Similarly Australia has a special policy initiative to promote inclusion in TVET.

While in many cases a mainstreaming approach can enable some disabled persons to participate in training in other cases reasonable accommodation (see box on page 3) may need to be put in place within an overall training system because of literacy, transport, accessibility or the nature of the person's disability. This does not however imply a segregated system, which ultimately risks reinforcing social exclusion. A disability inclusive framework for training involves²⁸:

25 For more details see Resources section to access: UN General Assembly 2009 Report of the Secretary General *Realizing the Millennium Development Goals for Persons with Disabilities through Implementing the World Programme of Action Concerning Disabled Persons and the Conventions on the Rights of Persons with Disabilities* op.cit

26 For more details see Resources section to access: ILO 2009 Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE) op.cit

27 ibid

28 ibid

- Integration within one overall system
- Involvement of disabled persons in all aspects of the system
- A barrier free environment
- Adaptive teaching methods and assistive devices
- Career guidance
- A market driven approach to maximize employment outcomes
- Cultivating positive attitudes
- Capacity building of trainers
- Adequate resources
- Adequate preparation

In addition to classroom based training approaches methodologies such as training in self-help groups, on-the-job training, job coaching, peer training and informal apprenticeships have proven to be effective techniques for building skills of disabled persons. In Cambodia for example, the ILO field tested peer training for groups of people who may experience barriers that make other kinds of training very difficult. The method involves locating successful village based entrepreneurs who are willing to train others in income generating activities or micro enterprises. It is important to make sure that the entrepreneurs business is profitable and that the market can accommodate another similar business. The training is usually short term and is supervised by a trained staff member. This type of training was found to be most useful for non-literate and semi literate groups, those with impairments such as deafness or those with limited mobility who were unable to access other forms of training²⁹. Job Coaching is form of on-the-job training where a training job coach provides training to individuals or a group with disabilities in a work setting. The coach gradually withdraws from the work setting gradually, once the trainee(s) masters tasks, gains job confidence and adjusts to the work situation. The job coach is usually available for follow up with the trainee or the employer if needed. This has been successful in formal work settings with people with intellectual or psychosocial disabilities, and increasingly for people with physical disabilities³⁰.

- **Making training accessible.** Making training more accessible to all types of individuals, including those with disabilities will often require a variety of changes. It may involve for example, changes in the physical infrastructure, but also importantly, attitudinal shifts concerning the perceived productive potential of disabled persons. Flexible training approaches may also be required. For example, for individuals who lack literacy skills, which is often the case for those who have been denied access to basic education, practical hands-on approaches or training methods not based on literacy can be used, such as demonstration or learning by doing. At the same time, once someone is working, literacy skills can be developed along with other work skills³¹. Attention needs to be paid to assessing the level of core work skills and to addressing their development. Role play, assignments, use of mentors and coaches during and after training, providing work trials and on-the-job training or work experiences will assist in developing such skills along with technical skills. Some disabled persons can have very well developed problem solving skills based on years or a lifetime of figuring out how to overcome challenges and barriers. Such skills can transfer to the training and work situation.³²

● Self-help groups, on-the-job training, job coaching, peer training and informal apprenticeships have proven to be effective techniques for building skills of disabled persons in the informal economy

29 For more details see Resources section to access: ILO 2009 *Rural Skills Training: A Generic Manual on rural Economic Empowerment* op.cit

30 Ibid

31 Ibid

32 Ibid

Ghana, Afghanistan, Vietnam and Nepal are amongst the countries which have developed community based training in an integrated, participatory and multi-sectoral manner, which engages local communities in building the skills of disabled persons

● Countries are increasingly recognizing the need to change legal frameworks to better reflect the non-discrimination and equality principles of a rights based approach to disability

- **Community based Rehabilitation.** Community Based Rehabilitation (CBR) is another effective strategy for meeting the training needs of various disabled groups. Broadly defined, it is a 'strategy within community development for rehabilitation, equalization of opportunities, and the social integration of all people with disabilities. CBR is implemented through the combined efforts of disabled people themselves, their families and communities, and the appropriate health, education, vocational and social services'³³. Many countries around the world have developed CBR based programme including communities in Ghana, Afghanistan, Vietnam, Nepal among others. There is no single model for CBR since different communities are characterized by different cultural, socio-political contexts. Nonetheless the general approach is one of an integrated and participatory community development programme. It has evolved considerably from its early emergence as a medical rehabilitation strategy towards a more comprehensive multi sector approach encompassing access to health care, education, training, income generation and community inclusion.

■ **Changing policy and legal frameworks.** In many cases regulatory and policy frameworks addressing disabled persons may reflect out-dated and discriminatory measures which need to be reformed. Countries are increasingly recognizing the need to change legal frameworks to better reflect the non-discrimination and equality principles of a rights based approach to disability. Legal frameworks need to actively promote equal treatment and equal opportunities for persons with disabilities, particularly in relation to employment. Such legislation should use broadly inclusive language aimed at protection from discrimination on the grounds of disability. It needs to take consideration of reasonable accommodation (of the needs of disabled persons), gender issues and affirmative action where appropriate. Legislation may be located in constitutional law, criminal law or civil or labour law, with the latter having the greatest practical impact on expanding opportunities for job seekers and workers³⁴. While it is true that the informal economy often remains unprotected by legal frameworks even where they exist, (because of poor implementation or lack of enforcement), it is still essential that legal frameworks expand their scope to protect the human rights of disabled persons. The challenge then becomes one of ensuring effective enforcement and implementation.

The ILO Project "Promoting the Employability and Employment of People with Disabilities through Effective Legislation" furthers the review and reform of disability-related training and employment laws and policies, and their effective implementation in selected countries of East and Southern Africa and Asia³⁵. It involves governments, social partners and organizations of persons with disabilities in activities and events linked to the review or development of disability-related legislation and policies. In addition, the Project seeks to collaborate with national training agencies, employment services and university law faculties to ensure a commitment to including a disability perspective in their programmes and services and curricula.³⁶

33 For more details see Resources section to access: Joint position paper of ILO, UNESCO and WHO on Community Based Rehabilitation, 1994

34 For more details see Resources section to access: ILO 2007 Achieving Equal Opportunities for People with Disabilities through Legislation: Guidelines ILO Geneva

35 PEPDEL is implemented in three countries of Asia (China, Thailand and Viet Nam) and four countries of East and Southern Africa (Ethiopia, United Republic of Tanzania, Uganda and Zambia)

36 For more details see Resources section to access: Promoting the Employability and Employment of People with Disabilities through Effective Legislation (PEPDEL). Op.cit

■ **Awareness raising and Knowledge Sharing.** Awareness raising campaigns by social partners and Governments are critical to changing negative attitudes and misconceptions about disability. As noted earlier attitudinal barriers are amongst the most serious obstacles to disabled persons accessing training and work opportunities, and enjoying their rights as citizens. As a result many disabled persons are confined to the informal economy and are placed in a position of high dependence on relatives who are already often amongst the working poor. Such awareness raising campaigns can be targeted at microfinance institutions, training institutions, employers or the general public.

In 2010 Jordan launched a 'Different Abilities' campaign with the support of UNESCO which is touring schools and is supported by Public Service Announcements on TV, photo exhibitions, brochures and posters. The aim is to sensitize youth about the capabilities, rights and needs of persons with disabilities. Montenegro has launched a similar campaign with the support of UNICEF. The 'It's about ability' campaign' is being followed up by a survey of the public to assess its impact. In Bangladesh, the National Forum for Organizations Working with the Disabled has been sensitizing the general public while also advocating for the implementation of laws and policies to support inclusion of persons with disabilities³⁷.

In Africa, a major plank of the Lusaka Declaration of 2010, emanating from the ILO regional conference 'People with Intellectual Disabilities – Opening Pathways to Training and Employment in the African Region' concerns awareness raising, and details the roles and responsibilities of social partners and government to ensure equitable access to training and employment opportunities for people with intellectual disabilities in the region³⁸.

Knowledge sharing is an important aspect of awareness-raising since a great deal is being done, and the lessons learned from activities can support advocacy efforts. Good practices need to be shared in order that they can be adapted or replicated in other contexts. The ILO is working towards increasing knowledge sharing among its constituents about disability. It has, for example, produced a video called From Rights to Reality to highlight efforts of trade unions to address decent work needs of disabled persons around the world, including those who are faced with informal work situations³⁹. The ILO Global Business and Disability Network has been formed among multinational companies and employers' organization. While the focus is not on the informal economy per se, it seeks to share knowledge among companies and employers about disability as it related to hiring and retention, products and services and corporate social responsibility (CSR). The CSR aspects in particular are the types of initiatives which can reach down the value chain into the informal economy. Examples of company efforts include setting aside funds for rural development and microfinance, opening access to education and job search for disabled persons in developing countries, and importantly, recognizing the role of new technologies in overcoming disability obstacles in the workplace, by setting up IT based education in developing countries for disabled persons⁴⁰.

● Awareness raising campaigns by social partners and Governments are critical to changing negative attitudes and misconceptions about disability and opening access to the formal economy

Jordan and Bangladesh are amongst the countries which have launched awareness raising campaigns using various media to change perceptions about disability

Corporate social responsibility (CSR) initiatives can reach down the value chain into the informal economy Good practices in CSR include rural development strategies, microfinance opportunities, access to training and job search support for disabled persons

37 For more details see Resources section to access: UN General Assembly 2009 Report of the Secretary General *Realizing the Millennium Development Goals for Persons with Disabilities through Implementing the World Programme of Action Concerning Disabled Persons and the Conventions on the Rights of Persons with Disabilities* op.cit

38 See http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/meetingdocument/wcms_141158.pdf for more details

39 The video can be obtained by writing to: disability@ilo.org.

40 Details of the CSR good practices mentioned here are available in the recent publication - ILO 2010 *'Disability in the workplace: Company practices*, Working paper 3 (ILO, Geneva)



Candles being crafted by a disabled worker in Lebanon.



Disabled musician, Angkor, Province of Siem Reap.

RESOURCES

This section provides a list of resources which can enable the reader to delve deeper into the issue. Details of the good practices cited above can be accessed here. The section comprises international instruments, International Labour Conference conclusions, relevant publications and training tools. A bibliography of references in the text is further below. There may be some overlap between the two.

ILO and UN Instruments and ILC Conference conclusions

- Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No.159)
<http://www.ilo.org/ilolex/cgi-lex/convde.pl?C159>
- Discrimination (Employment and Occupation) Convention, 1958 (No.111)
Vocational Rehabilitation and Employment (Disabled Persons) Recommendation, 1983 (No.168)
<http://www.ilo.org/ilolex/cgi-lex/convde.pl?C111>
- Vocational Rehabilitation (Disabled) Recommendation, 1955 (No. 99)
Recommendation concerning Discrimination (Employment and Occupation). 1958. (No.111)
<http://www.ilo.org/ilolex/cgi-lex/convde.pl?R111>
- Recommendation concerning Human Resources Development: Education, training and lifelong learning, 2004.(No.195)
<http://www.ilo.org/ilolex/cgi-lex/convde.pl?R195>
- ILO 1998 General survey report on vocational rehabilitation and employment of disabled persons International Labour Conference, 86th session. ILO, Geneva
http://www.ilo.org/wcmsp5/groups/public/@ed_emp/@ifp_skills/documents/publication/wcms_108136.pdf
- ILO 2002 *Managing Disability in the workplace: a code of practice* ILO, Geneva.
http://www.ilo.org/public/libdoc/ilo/2002/102B09_340_engl.pdf
- ILO 2004 *Achieving Equal Employment Opportunities for People with Disabilities Through Legislation: Guidelines*. ILO, Geneva.
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1164&context=gladnetcollect>
- United Nations Convention on the Rights of Persons with Disabilities.
<http://www.un.org/disabilities/convention/conventionfull.shtml>

Relevant Publications

- Buckup, S. *The price of exclusion: The economic consequences of excluding people with disabilities from the world of work* Employment Sector working paper 43, 2009 (Geneva ILO)
- ILO 2010 *'Disability in the workplace: Company practices*, Working paper 3 (ILO, Geneva)
http://www.ilo.org/public/english/dialogue/actemp/downloads/publications/working_paper_n3.pdf
- ILO 2007 *Strategies for skills acquisition and work for persons with disabilities in Southern Africa* (ILO Geneva)
- ILO *The employment of people with disabilities: the impact of legislation* (country specific series) (ILO Geneva)
http://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/documents/publication/wcms_bk_pb_90_en.pdf
- O'Reilly, A. 2007 *The right to decent work of persons with disabilities* (ILO Geneva)
http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_091349/lang-en/index.htm

Powers, T. *Recognizing Ability: the skills and productivity of persons with disabilities: a literature review* Employment sector working paper No3 2008 (ILO Geneva)
http://www.ilo.org/skills/pubs/WCMS_103984/lang--en/index.htm

UN General Assembly 2009 Report of the Secretary General *Realizing the Millennium Development Goals for persons with disabilities through Implementing the Programme of Action Concerning Disabled Persons and the Conventions on the Rights of Persons with Disabilities* Sixty Fourth session, Item 62 or the Provisional Agenda Social Development including questions related to the world situation to youth, ageing, disabled persons and family A/64/180
<http://www.un.org/disabilities/default.asp?id=1463>

Tools

ILO, UNESCO, WHO 2010, Community Based Rehabilitation: CBR Guidelines, WHO, Geneva
<http://apps.who.int/bookorders/anglais/detart1.jsp?sesslan=2&codlan=1&codcol=15&codcch=792>

ILO 2009, Promoting Decent Work for Persons with Disabilities through a Disability Inclusion Support service (INCLUDE)
http://www.ilo.org/skills/pubs/WCMS_111460/lang--en/index.htm

ILO 2009 Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE) ILO Geneva
<http://www.ilo.org/skills/areas/skills-training-for-poverty-reduction/lang--en/index.htm>

ILO 2009, *Promoting the Employability and Employment of People with Disabilities through Effective Legislation (PEPDEL)*
http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_111458.pdf

ILO Developing Entrepreneurship Among Women with Disabilities (DEWD) Skills and Employability Fact Sheet
<http://www.ilo.org/public/english/region/afpro/lusaka/download/tc/wedge/trainingtools/dewdfactsheet.pdf>

ILO 2008 *Skills development through community based rehabilitation (CBR) : a good practice guide* (ILO Geneva)
http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_132675.pdf

ILO 2008 *Replicating Success Tool Kit: A guide for peer trainers* ILO Regional office for Asia and the Pacific, Bangkok

ILO 2008 *Count us in! : How to make sure that women with disabilities can participate effectively in mainstream women's entrepreneurship development activities*. ILO, Geneva.
http://www.ilo.int/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_106558.pdf

ILO 2007 *Achieving Equal Opportunities for People with Disabilities through Legislation: Guidelines* ILO Geneva
http://www.ilo.org/global/publications/ilo-bookstore/order-online/books/WCMS_091340/lang--en/index.htm

ILO 2007 *Link and learn : progress assessment of the approach adopted to promoting the inclusion of women entrepreneurs with disabilities into the WEDGE programme in four African countries*. ILO, Geneva.

ILO 2004 *Achieving Equal Employment Opportunities for People with Disabilities Through Legislation: Guidelines*. ILO, Geneva.
<http://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?article=1164&context=gladnetcollect>

ILO, UNESCO, WHO, 1994 *Joint Position Paper on Community Based Rehabilitation*
http://www.who.int/disabilities/030507_CBR_guideline_3rd_meeting_report.pdf

UNESCO 2010 *Reaching the Marginalized: Education for All: Global Monitoring Report*, (UNESCO), Paris <http://unesdoc.unesco.org/images/0018/001866/186606e.pdf>

WHO, UNESCAP 2008, *Training Manual on Disability Statistics* United Nations, Bangkok
<http://www.unescap.org/stat/disability/manual/Training-Manual-Disability-Statistics.pdf>

For further information see the ILO's Inclusion of Persons with Disabilities unit website <http://www.ilo.org/skills/areas/inclusion-of-persons-with-disabilities/lang-en/index.htm>

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Buckup, S. *The price of exclusion: The economic consequences of excluding people with disabilities from the world of work* Employment Sector working paper 43, 2009 (Geneva ILO)

ILO 2009 Think Piece – Inclusions of Persons with Disabilities, (internal document), August 2009, ILO Department of Skills and Employability

ILO 2009 *Rural Skills Training: A Generic Manual on rural Economic Empowerment (TREE)* ILO Geneva

ILO 2009 *Promoting Decent Work for People with Disabilities through a Disability Inclusion Support Service (INCLUDE)*. Fact Sheet. July 2009.

ILO Developing Entrepreneurship Among Women with Disabilities (DEWD) Skills and Employability Fact Sheet
http://wedgeilo.weebly.com/uploads/1/9/2/8/1928277/dewd_fact_sheet_300506.pdf

ILO 2007 *Achieving Equal Opportunities for People with Disabilities through Legislation: Guidelines* ILO Geneva

ILO 2002 *Managing Disability in the Workplace: An ILO Code of Practice*, 2002

ILO 1983 *Convention on Vocational Rehabilitation and Employment (Disabled Persons)*, (No. 159), 1983.

ILO Cinterfor, *Training and the Informal Economy*
<http://www.oitcinterfor.org/en/general/about-ilocinterfor>

ILO, UNESCO, WHO, 1994 *Joint Position Paper on Community Based Rehabilitation*
http://www.who.int/disabilities/030507_CBR_guideline_3rd_meeting_report.pdf

UN 2007 United Nations Convention on the Rights of Persons with Disabilities

UNESCO 2010 *Reaching the Marginalized: Education for All; Global Monitoring Report*, UNESCO Paris 2010

UN General Assembly 2009 Report of the Secretary General *Realizing the Millennium Development Goals for Persons with Disabilities through Implementing the World Programme of Action Concerning Disabled Persons and the Conventions on the Rights of Persons with Disabilities* Sixty Fourth Session, Item 62 of the Provisional Agenda Social Development Including question related to world social situation and to youth, ageing, disabled persons and family A/64/180

WHO, UNESCAP 2008, *Training Manual on Disability Statistics* United Nations, Bangkok
<http://www.unescap.org/stat/disability/manual/Training-Manual-Disability-Statistics.pdf>

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