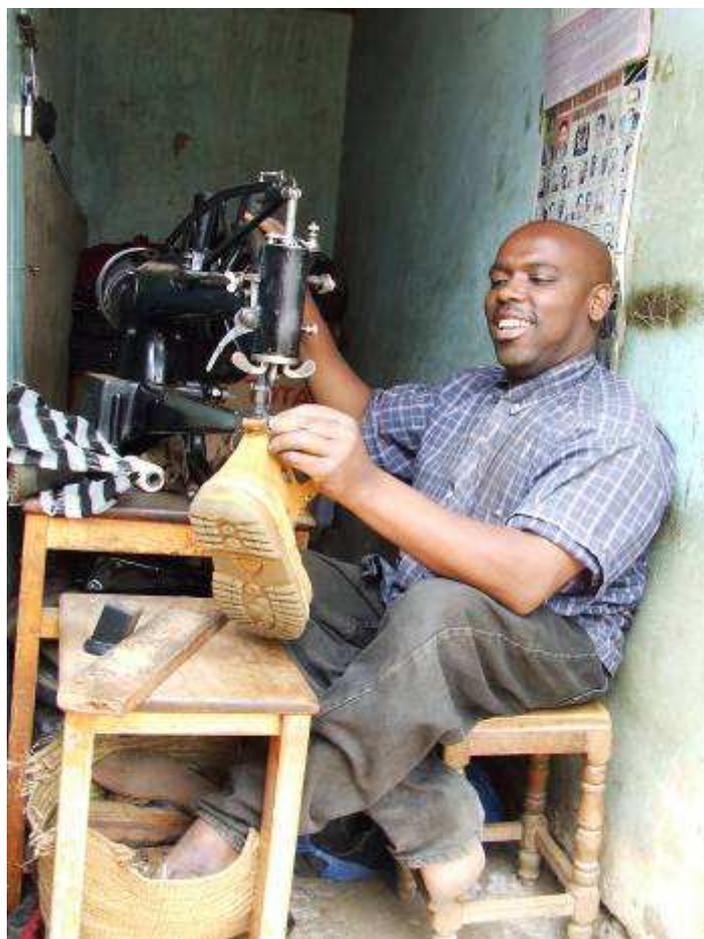


# The Social Economic Status of People Living with Disabilities



## Case Study on Graduates of 'Usa River Rehabilitation Centre' Tanzania

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## CHAPTER 1

### **1.0 Introduction**

Today 15 percent of the world population lives with disabilities. The first ever written 'World Report on Disability 2011' (presented by the World Health Organization WHO and the World Bank) estimates that more than one billion people in the world today experience a disability on some level (WHO, 2011).

While a disability is a reality for hundreds of millions of people world wide, research shows that the highest rates on all levels are found in developing countries. 'Handicap International' states that around 80 % of 'people living with disabilities' (PWD) live in the so called global south (Handicap International 2010).

More pertinent to this study, the 'National Bureau of Statistics' in 2008 noted that over three million women and men in Tanzania (approximately 9 percent of the population) were officially recognised as disabled (NBS, 2008). International data show that this number may even be higher (WHO 2011, p. 22).

Disability is an umbrella term for impairment and can include physical, psychological, mental and behavioural handicaps.

One of the most common definitions comes from the 'UN Convention on the Rights of Persons with Disabilities' (CRPD), published in 2007:

"Persons with disabilities 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 (UN 2007)".

All modern definitions have in common that they describe disability not only as a personal problem (of an individual), but as a condition that becomes problematic when an individual gets into a certain context.

Disability can be caused at all stages of a human life, but namely in the prenatal, parental and postnatal stages.

This case study focuses on former graduates of 'Usa River Rehabilitation and Training Centre (URRC)', an institution for vocational training of people with disabilities.

All former URRC graduates differ much in their level of disability: Some of them are hemiplegic and using moving aids (crutches). Others have artificial limbs (prosthesis).

Approximately 10 percent are paraplegic and using a wheelchair. Despite the wide range of disability all of them have in common that they are generally mobile and able to fulfil independently their daily life activities.

Therefore in the context of this research the term `disability' is used mainly to describe the difficulties in the physical functioning of a person's body while in a certain context.

Disability has multiple effects on the life of people. PWD all over the world are in danger of living a life full of hardship. Especially in developing countries, PWD often experience neglect by their societies. Furthermore, a lack of public participation and limited access to educational institutions and health facilities is often the reality of PWD.

The `World Report on Disability 2011' states that worldwide PWD "... have generally poorer health, lower education ..., fewer economic opportunities and higher rates of poverty than people without disabilities WHO, 2011, p.XI)". Poverty and disability are, in many cases, connected to each other as a classic vicious circle where both poverty and disability are the reasons and the outcomes for specific life circumstance at the same time.

To enable PWD better life opportunities in many countries specially designed `Vocational Rehabilitation and Training Programmes' are offered. These courses are designed "... to restore or develop the capabilities of people with disabilities to secure, retain and advance in suitable employment (WHO, 2011, p. 309)". In 1988 the `Evangelical Lutheran Church in Tanzania (ELCT)' started Usa River Rehabilitation and Training Centre (URRC) as a specialised institution for rehabilitation and vocational training for people with physical disabilities in Northern Tanzania.

URRC is one of few `Vocational Rehabilitation and Training Programmes' for PWD in Tanzania. Since the first graduation in 1990 up to 2011, a total number of 367 young men and women with physical disabilities graduated from Usa River.

Today URRC provides boarding and training for approximately 70 students with disabilities and trains them as carpenters, shoemakers, tailors and welders. URRC is a fully registered Vocational Training Centre (VTC) under the `Vocational Education and Training Authority (VETA)' in Tanzania.

This case study tries to understand the social and economic situation of former students of URRC who have finished their vocational training at URRC between the years 1990 and 2011. All of them are living in Northern Tanzania in the Manyara, Arusha and Kilimanjaro Regions.

### **1.1 Problem Statement**

This research aims to enlightening how former school leavers of the URRC are living economically and socially.

In terms of the economic situation, it focuses on the employment status and aims to explore the level of income the former URRC School leavers have.

In terms of `socially`, it tries to understand the living situation of former graduates within their communities. The phrase `living situation` will include their position inside their families and the communities, marital status, number of children, housing situation and challenges.

The aim of URRC is to enable its graduates a self sustainable life through quality vocational training. So far no research has been made in order to understand to what extent this aim is reached and what the socio-economic situation of URRC graduates is. This research tries to bridge this knowledge gap.

### **1.2 Research Questions**

- What is the employment status of the former URRC graduates?
- What is their income level?
- What is the social situation of the former URRC graduates within their families and communities?

### **1.3 Research Objectives**

- To understand the employment status of URRC graduates who finished their URRC training between 1990 and 2011 and who are currently living in the Regions Kilimanjaro, Manyara and Arusha.
- To examine the level of income of these graduates.
- To understand the social situation of URRC graduates in their families and communities.

#### **1.4 Importance of Study**

Around the same time the first 'World Disability Report' (WHO 2011) was published, VETA published its first researched, nation wide tracer study called 'VETA 2010 Tracer Study' for Tanzania.

The fact that these two reports were recently published indicates that there is an increasing demand for more detailed information about the living situations of PWD and how former graduates of VTC's in Tanzania manage in the national labour market.

However, while the 'VETA 2010 Tracer Study' focused on vocational training and its impact on the employment status of the graduates it does not take PWD into account. Furthermore, as a nation wide operating organisation, VETA is naturally mainly focusing on quantitative statistic data and not much on qualitative information.

This research therefore aims to bridge these two knowledge gaps: It provides data of the employment status of PWD who received professional vocational training on a regional level, and it highlights the current living situation of these people.

#### **1.5 Scope of the Study**

- The study took place in cooperation with ELCT Rehabilitation and Vocational Training Centre (URRC) in Northern Tanzania.
- The study was aimed at female and male URRC graduates of the graduation years 1990 – 2011.
- The population group was limited to URRC graduates living in the three regions next to Usa River: Kilimanjaro, Arusha and Manyara
- The study target population aged of 20 - 49 years

#### **1.6 Limitations**

- In Tanzanian culture the subjects' 'employment' and 'level of income' can be sensitive. This may inhibit some of the respondents to provide personal information.
- Language: The research was done in Kiswahili language. Translations were needed which could have lead to loss of information.
- Danger of personal role confusion and lack of objectivity: The author of this research is the director of URRC. He might not be as objective as an independent researcher.

Also some information could be withheld in order not to insult the staff and the director of the centre.

### 1.7 Delimitations

- Interaction between population and interviewers: While conducting interviews, the interviewers explained the importance of the study and insured confidentiality.
- Language: Interviewers were long term co workers of URRC, all Tanzanians, speaking Kiswahili. They were trained before doing the interviews by the author of this research.
- Interviewers: The Interviewers were all well known by the Interviewees (long time employees of URRC interviewed former URRC students). It can be assumed, that this helped to create openness and honesty.

### 1.8 Definitions and Acronyms in Alphabetic Order

- **CRDP:** United Nations Convention on the Rights of Persons with Disabilities.
- **ELCT:** Evangelical Lutheran Church in Tanzania.
- **Employment:** In this research persons in employment are defined as those who had paid or profit work (regardless of what kind) for at least 4 hours in average per working day.
- **Gender:** Social (as opposed to biological) differences between men and women.
- **Gender equality:** men and women receive equal treatment (unless there is a biological reason for different treatment).
- **Gender Mainstreaming:** The process of incorporating gender equality perspectives in any area and at all levels of policy.
- **ILO:** International Labour Organisation.
- **Inclusion:** The idea that people with and without disabilities live together.
- **Informal sector:** Economic area in which the activities are neither taxed nor regulated by a government. Very common in developing countries.
- **Labour market:** The market in which workers find (or do not find) paid work and employers find (or do not find) staff.
- **Level of income:** In the context of this research is meanly meant the flow of money received in return of a specific work.

- **Participation:** A person's involvement in a life situation.
- **PWD - People living with disabilities:** Persons with disabilities who are often experiencing various barriers in daily life which hinders their full participation.
- **Rehabilitation:** A setting that assists people who experience disabilities to achieve or regain function fully or partially. Rehabilitation can be medical, social or both.
- **Self-employment:** In this research self-employed persons are defined as persons who are the owners of the companies in which they work.
- **Tracer Study:** A survey to measure the results and relevance of vocational training: i.e. how VTC's graduates fit into the labour market.
- **UN:** United Nations.
- **Underemployment:** Underemployment exists when a person wishes to work more hours and if the employment is inadequate in relation to the person's occupational skill.
- **Unemployment:** In this research unemployed are all persons out of the population who during the research period were not carrying out paid work.
- **URRC:** Usa River Rehabilitation Centre.
- **VETA:** The national 'Vocational Education and Training Authority' in Tanzania.
- **Vocational Rehabilitation:** Specialised training for people living with disabilities with the aim of gaining employment later.
- **VTC:** Vocational Training Centre. In Tanzania often VETA registered.
- **WHO:** World Health Organisation.

## CHAPTER 2

### **2.0 Introduction**

This chapter defines the main subjects of this research by using a critical literature selection. It focuses on sources of relevant international, national and (whenever available) regional data.

### **2.1 Disability: Basic Data for Tanzania**

The 'Tanzania Disability Survey Report 2008' (NBS 2008), with its huge research population of more than 35,000 people (with and without disabilities), is the key source of statistic data concerning PWD in Tanzania.

#### **2.1.1 Kinds and Prevalence of Disabilities in Tanzania**

According to 'Tanzania Disability Survey Report 2008' more than three million women and men in Tanzania (this is approximately 9 percent of the actual population) are living with a disability.

The survey uses the following four phrases to categorise disabilities:

- 1) visual difficulties (3.7 percent)
- 2) hearing impairment (1.9 percent)
- 3) physical impairment (3.1 percent)
- 4) intellectual impairment (1.5 percent)

The number in brackets gives the percentage of the found prevalence in Tanzania's population.

#### **2.1.2 Living Situation of PWD in Tanzania**

Concerning living situations, the 'Tanzania Disability Survey Report 2008' states that PWD in Tanzania experience a significant disadvantage in education and employment levels compared to the non-disabled population. "About half of them (47.6 percent) were illiterate compared to 25.3 percent of the persons without disabilities (NBS 2008, p. 14)". In addition, the report underlines that people with disabilities were found less likely to be employed. Income from paid employment (in cash) was reported three times more often for non disabled men than for men living with disabilities. For women the level of paid employment was found six times higher for non disabled women than that of women living with

disabilities.

Other major problems of PWD include difficulties in access to public transport and access to health treatment, which were both reported by 40 percent of PWD. (NBS 2010)

In terms of `daily life activities` the survey states that around three quarter of the research population reported a high level of inclusion within their families but less people reported being involved in community level activities . Within a broader social context, the level of participation continues to descend. Participation becomes lowest in public recognition on a wider regional or national level. “For example, only 50 percent reported being treated with respect and concern by government officials and service providers (NBS 2008, p. 99)”.

On the marital status the `Tanzania Disability Survey Report 2008` reports that 55 percent of persons with disabilities are living in marital union. More males are involved in a relationship (63percent) than females (47 percent).

Concluding this chapter it can be stated that the majority of PWD in Tanzania experience significant disadvantage in their lives compared to the non-disabled population.

## **2.2 Disability: A Personal Handicap and a Contextual Problem**

In former times disability was seen mainly as an individual medical handicap of an affected person.

In 2007 the Preamble to the `UN Convention on the Rights of Persons with Disabilities (CRPD)` stresses that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others (CRDP 2007, Preamble, point e)”.

To define disability as a kind of interaction in a specific context and not only as a private physical condition enables one to see disability no longer as a (negative) attribute of a certain person, but as a causally interaction between a human health condition and the environment as it is.

To illustrate: the need of a wheelchair might not itself disable a person much in his/her daily activities, but the fact that many public buildings are not accessible by a wheelchair will

handicap the wheelchair user. The problem is not the wheelchair or its user; rather, the problem is the hindering of participation through the environmental context (small doors, no ramps etc.).

While almost all Scandinavian public buildings are accessible by wheelchair this is still very seldom the case for public buildings in Africa. Therefore it is important to note that having a wheelchair negatively impacts PWD more so in places such as Africa: "...the disability experience resulting from the interaction of health conditions, personal factors, and environmental factors varies greatly depending on life place and circumstances of the affected person (WHO, 2011, p.7)".

This chapter can be concluded by underlining that in modern definitions disability is no longer seen only as a kind of medical dysfunction of an individual person.

Today, to a greater extent, disability definitions consider that the living context and the social interactions are as equally important as the existing individual handicap.

### **2.3 Disability: A Question of Gender and Public Participation**

Although this research does not focus on gender issues it is important to recognize that, next to children, the majority of people who are affected by disabilities all over the world are women, again with a higher prevalence in developing countries (WHO, 2011).

Because disabilities affect more women and because women are mostly engaged in the care of children (who are the other main group often affected by disability), the role of gender mainstreaming to reach gender equity in any programs and interventions is crucial.

"Gender equality denotes women having the same opportunities in life as men, including the ability to participate in the public sphere (Baden & Reeves, 2000 p. 4)". Because women in general have a lower level of public participation, women living with disabilities are hindered twice. Although gender equality is the aim of various development programs very often gender inequity (on different levels) world wide is the reality instead. The CRPD document claims in that context that "Women and girls with disabilities are subjects to multiple discriminations (CRPD', Art. 6)."

The London-based Professor Naila Kabeer, strengthens out that: “Not all women are poor, and not all poor people are women, but all women suffer from discrimination (Kabeer, 1996, p. 20)”.

In Tanzania and elsewhere in Africa many women remain dependent on men because they have limited access to capital or credit. Disabled (and non disabled) women furthermore often experience legal discrimination (although the law offers nominal protection) i.e. violation of property and heritage rights.

The fact that women have a higher risk of being negatively affected by a disability adds additional burdens as, all over the world, women have a higher risk to suffer from social and economic disadvantages.

Globally, women have an average lower level of income than men. According to the ‘International Trade Union Cooperation (ITUC)’, in most countries, women’s wages for work of equal value represent on average between 70 and 90% of men’s work (Tijdens & Van Klaveren 2012). This so called ‘gender wage gap’ is visible all over the world but is especially wide in the developing countries of the global south (ibid).

No matter if women live with or without disabilities, two approaches are essential if gender equality is achieved: The integration of both women and men in all political discussions and decisions and at the same time specific activities to empower women, because they are normally the marginalized group.

#### **2.4 Disability: A Human Right Issue and a Development Challenge**

Seeing a disability contextual and in a gender perspective shows that people living with disabilities, to a great extent, experience violation of their Human Rights. The writers of the ‘World Report on Disability’ mentions that: “Disability is increasingly understood as a human rights issue (WHO, 2011 p. XXI)”.

The Human Rights can be defined as the *rights of all individuals* regardless of sex, race, colour, language, national origin, age, religious or political beliefs (UNHR 1948).

Article 1 of the UNHR clarifies that “*all human being are born free and equal in dignity and rights*” (ibid). A human right based approach reinforces that PWD shall not have special but

exactly the same rights as everybody else. These includes (among others) the right to participate, to have access to health care and education, to have the freedom of speech and (especially important in this research) the right to work.

Disability is therefore increasingly coming into focus as an important challenge for overall development. This point has not always been on the agenda of development workers. The author Braithwaite laments that "...despite the widely acknowledged interconnection between disability and poverty, efforts to promote development and poverty reduction have not always adequately included disability (Braithwaite, 2009)".

## **2.5 Main Parts of the Legal Framework Concerning PWD Internationally and in Tanzania**

In May 2008 the 'United Nations Convention on the Rights of Persons with Disabilities CRPD', came into force which was a milestone for the path towards a better recognition of people living with disabilities. The CRPD is the most important international legal framework concerning people with disabilities. The Republic of Tanzania signed the CPRD in 2007 and ratified it in the 2009.

Concerning the employment status of PWD in Tanzania the 'The Persons with Disabilities Act, 2010' is particularly important. According to this national law all employers with 20 or more employees have to reserve at least 3% of the registered jobs for persons with disabilities.

However, this law is widely not set into force. The survey 'Employment of Persons with Disabilities in Dar es Salaam' (Kweka 2010) found that in 2010 in Dar es Salaam, as high as 54 percent of the companies of that size had not employed any person with a disability.

In a general average, less than 1 percent of the total numbers of employees of the companies, highlighted in the survey, were PWD. (ibid)

## **2.6 Vocational Training World Wide and in Tanzania**

The World Youth Report 2011 emphasises that "Vocational Training is being increasingly recognized as a sound mechanism to promote decent jobs. (UN 2011: World Youth Report)".

The 'Zonal VET Data Booklet 2010' of VETA Northern Zone explains that "Vocational Education and Training is referred to as a kind of education which prepares trainees for jobs

that are based on manual or practical activities, traditionally non-academic, and totally related to a specific trade, occupation or vocation (VETA 2010, p.7)”.

In many developing countries vocational training programmes are provided in institutions. Most of these programmes are for non disabled people, but very few institutions specialise in PWD as their certain target group.

According to the `World Disability Report' such an institution is: “Any place in which persons with disabilities ... live together away from their families ... implicitly, a place in which people do not exercise full control over their lives and their day-to-day activities (WHO, 2011 p.305)”.

Because of this lack of freedom in daily life and the high costs of training and living, boarding institutions have been widely criticised. In addition, such programmes fail to reach a significant proportion of their target group because they are often only situated in urban areas. Another criticism is that the training focuses only on a limited range of skills (Alade 2004). Alade argues that there seems to be an underlying assumption that PWD are only able to get training for and work in a few specific occupations (ibid).

Additionally the World Disability Report criticises that training provided in centres have not put many PWD into jobs (WHO 2011).

Although this criticism has to be taken seriously, it must also be recognized that in Tanzania most, if not all, formal Vocational Training is provided in institutions, namely in Vocational Training Centres (VTC). These often offer boarding facilities, common in the whole education system in Tanzania as daily transport is still unreliable and expensive. Considering this, young people with disabilities who get the chance to board are treated normal in a Tanzanian context.

The limitation of different occupations is also a main challenge to all vocational training in Tanzania, not only to the few VTC's what specialize to train PWD. As such, the institutional setting of specialized schools for PWD', like URRC, can therefore be seen as a typical VTC in Tanzania.

Two other major points of criticism include that vocational education in institutions (as good education in general) is expensive and that the level of inclusion is poor. First, community

based training is normally praised as the cheaper and even better alternative to Boarding Education in special Institutions (WHO 2011).

Second, often it is mentioned, that young PWD should be enabled to spend most of their time with peers who do not have disabilities (Inclusion), instead of excluding them into segregated centres.

It is easy to criticise the system of boarding institutional education for PWD for lack of inclusion and freedom, high costs, limited occupations and the small number of people selected for training. However, the specialised institutions do not deserve blame.

Inclusion should not be the responsibility of the few specialized Institutions for PWD; rather it's a question of political will and leadership. The policy of a country should enable PWD to study in normal non-specialized institutions.

Currently all institutions who provide vocational training for PWD's in Northern Tanzania are operated by rather small religious based organisations. This fact combined with the lack of governmental initiatives makes it difficult to establish community based vocational training as an alternative to boarding institutions in a sufficient number. The inclusion of PWD into the society by offering them community based vocational training and access to normal VTC's must be taken as a governmental responsibility.

Until this vision becomes reality, the existing specialised institutions have to keep on struggling to offer quality training and to enlarge their portfolio. At the same time the critical experts should recognise vocational training in institutions as one important form of vocational rehabilitation.

During the year 2010, there were 162 registered VTC's in VETA Northern Zone, Tanzania. In the year 2010 the total numbers of trainees in that zone were 20,525 students, nearly exactly divided by gender: 10,269 male and 10,256 female (VETA 2010).

The recorded number of people with disability enrolled in 2010 was 245, which is only 1.3% of all enrolled students in VETA Northern Zone. Even the authors of the VETA report comment this as a "quite small" number (VETA 2010, p.63).

According to Mr. Angeleus Ngonyani, the Regional Director of VETA, out of the 162 registered VTC in the Northern Zone, only three of them (including URRC) are specialised in the training for people with disabilities. The three centres are all boarding schools and are run by faith based organisations. Their total capacity in 2010 was 150 PWD. This means in

fact that in 2010 in the whole VETA Northern Zone only 95 people living with disabilities joined one of the 159 `normal` VTC`s (this is 0,46 percent of all trainees) while 150 joined specialised institutions.

All over the globe PWD “... have lower education... than people without disabilities” (WHO, 2011, p.XI). Therefore it has to be assumed that in Tanzania young PWD are not attending secondary education in a large number. The low number of PWD who had access to Vocational Training in Northern Tanzania in 2010 can therefore be seen as an indicator that to a large degree PWD lack participation and access to education.

## **2.7 Usa River Rehabilitation and Training Centre**

Usa River Rehabilitation and Training Centre (URRC) is a specialised institution for rehabilitation and vocational training for people with physical disabilities. Under the headline “we believe in your ability” URRC tries to rehabilitate and empower people living with physical disabilities through quality vocational training to self reliance.

URRC is a project of the `Evangelical Lutheran Church in Tanzania (ELCT)` but welcomes students living with disabilities regardless of their religious beliefs. The training started in 1988. The normal training period is three years.

From 1990 – 2011 a number of 367 students graduated (56 percent male and 44 percent female).

Today URRC provides boarding and training for approximately 70 students with physical disabilities and trains carpenters, shoemakers, tailors and welders. All students are in boarding at URRC.

URRC tries to supply its school leavers to the tailoring, carpentry and shoemaking classes with a starter kit (as a set of basic tools) to start their own business.

## **2.8 Employment Situation in Tanzania**

In Tanzania, as in many developing countries, the labour market is largely informal, with many self-employed workers who earn a low income and work sporadically throughout the year.

The International Labour Office published in 2010 that in Tanzania “...the number of working poor remains high (ILO, 2010, p.6)”. The ILO experts continue by mentioning that in Tanzania (mainland), one-third of the working population stay in poverty (ILO, 2010).

The 'World Disability Report' shows that persons with disabilities normally experience even worse socio-economic outcomes than persons without disabilities and if PWD work they are mainly engaged in the informal sector (WHO, 2011).

This is common in many southern countries of the world. In India, for example, 87 percent of people with disabilities who work are doing so in the informal sector (Mitra & Sambamoorthi 2006).

Regarding the status of decent work in Tanzania, the ILO's Decent Work Country Profile states that around 90 per cent of Tanzanian workers remain in vulnerable and informal employment (Decent Work Country Profile TANZANIA 2010, ILO). Unemployment and underemployment are especially high for people of low education level.

## **2.9 Evaluation of the Employment Status of Graduates of Vocational Training in Tanzania and Their Income**

In September 2011 VETA published the first researched nation wide tracer report 'VETA 2010 Tracer Study'. This report provides knowledge about the employment situation of former graduates of VETA registered VTC's using collected data of 918 VETA graduates who completed their training between 2004 and 2009 coming from all areas of Tanzania (VETA 2011).

According to this report, around 75 percent of the graduates are employed (including self employment).

Focusing further on the kind of employment the data shows that more than half of the research group (56 percent) is self employed, "... compared to those who are absorbed by wage earning employment 36.5 percent (VETA, 2011 p.8)".

The average monthly income for VETA graduates in 2010 in Arusha Region was around 153.000 Tsh or 100 USD (VETA 2011, p. 33). In gender perspective the income is generally lower for women. Self employed craftsmen have a lower average income than the ones who are employed. The data of people living with disabilities (if there are any in the sampling group) has not been explicitly researched.

## **2.10 Evaluation of the Outcome of Rehabilitation is a Challenge**

Whilst the evaluation of the success of vocational training is comparatively simple, Dejong and other authors mention that the evaluation of vocational rehabilitation (and rehabilitation in general) is more complicated.

Dejong mentions that it is difficult to evaluate the output of rehabilitation, as rehabilitation is a complex interdisciplinary effort (Dejong 2004). He is using the term 'black box of rehabilitation' to describe this phenomenon.

The term 'black box' describes the invisibility of the rate of the various disciplines (i.e. physiotherapy, vocational training) which led to the achieved level of rehabilitation. Also rehabilitation is depending on ability and willingness of the affected person himself (Dejong 2004).

The World Disability Report states too, that the success of Vocational Rehabilitation of PWD is hard to measure. They claim: "The evaluation of vocational rehabilitation is difficult and, in general, its effects are still largely unknown (WHO 2011, p. 241)".

Recognizing the fact that each rehabilitation process has a complex structure, this research is focusing on relatively simple and measureable subjects and a clear limited research population.

## CHAPTER 3

### **3.0 Research Methodology**

This chapter clarifies the research procedure and mentions the population, as well as the methods and the data collection instruments which were used. Furthermore, this Chapter briefly describes the expected research findings and explains the kind of data analysis. The last points in Chapter 3 mention the limitations of the methodology and discuss some ethical issues.

### **3.1 Research Procedure**

This research is a case study on graduates of URRC living in Manyara, Arusha and Kilimanjaro Regions in Northern Tanzania. It collected statistic data and enabled the research population to describe their own situation. It is therefore a mixed research approach with both quantitative and qualitative data.

The respondents were aged between 20 - 49 years. All of them are PWD. Data was collected in three regional meetings of former graduates in December 2012 and January 2013.

### **3.2 Population**

A total number of 367 students graduated from URRC in the period 1990 – 2011.

Out of these, according to the knowledge of URRC staff, 363 (204 male and 159 female) potential respondents are living. As it takes time to settle a business after graduating, the graduates of December 2012 had not been taken into account for this research.

The overwhelming majority of 90 percent (328 graduates of the 363) are living in the three regions next to URRC, namely: Kilimanjaro, Arusha and Manyara. Therefore, as a population sample strategy, this research limited itself to graduates who live within these three regions in Northern Tanzania.

URRC office staff tried to contact (out of the 328 PWD assumed to live in the target area) as many graduates as possible by word of mouth and by using the phone. Because respondents were invited only if the research team was able to get address details, the sampling technique can be seen as simple random.

A number of 83 graduates were invited by mobile phone calls and sms. Every reached graduate was asked to spread the news about the planned research. A number of 6 graduates (2 in each research region) were provided with mobile phone vouchers (“me to you” – system) to spread the message about the research and to invite their former study mates to attend one of the regional meetings.

The research proposal originally aimed to reach 60 URRC graduates as a minimum sample size. However, this case study reached 112 former persons (65 male and 47 female) which is a percentage of 34 (112 out of 328) of the graduates living in the research area.

According to the total number of graduated students from 1990 – 2011, 31 percent (112 out of 363) were reached.

Therefore, to statistic science standards, the data of this case study can be seen as valuable.

### 3.3 Data Collection

The data collection of this research was done mainly in three regional meetings. Out of these



three meetings two were held at URRC and one in Karatu.

Each meeting took a whole working day with duration from 9.00 am to 4.00 pm. The costs for transport were refunded to the participants and food was provided during meetings as well.

*Registration desk at regional meeting, 08.01.2013*

To fulfil the data collection during the regional meetings in the allotted time, the extended research team had up to 13 members, including the author of this research. All team members were long term employees of URRC.

Team members were trained in two preparation meetings about the research objectives and the research methodology. Furthermore some test interviews were done and one test focus discussion group held.

The test interviews and the test focus discussion group were filmed by a film- and photo person for the training purpose. This test settings were important and ensured that during the regional meetings each team members was confident with his or her task (i.e. interviewing, leading a focus discussion group, video documentation of FGD etc.).

This case study used two main **methodologies of data collection**.

A semi structured face-to-face interview (see example picture) with every graduate who



attended one of the regional meetings (for interview form see appendix 6.6). This methodology was chosen to collect quantitative data in a compact form and to make sure every individual situation can be recognized. One interview required between 25 and 35 minutes. The 13 research team members collected 112 filled interview sheets (65 male and 47 female respondents).

*Interview of a former URRC graduate, 11.12.2013*

The second chosen method was to form focus discussion groups (FDG), set up for all attendees of the regional meetings (for questions sheet to FDG Facilitator see appendix 6.7).

The aim of the FDG was to give the former graduates the possibility to share their personal story with their former study mates and the research team. The method of FDG was chosen in order to enable the research team to collect qualitative data. The groups had a maximum number of 15 people and had been



*FDG, tailors 08.01.2013*

set up according to the graduates' professions (i.e. 15 shoemakers in one FDG). All FDG had been held in Kiswahili language and had been facilitated by a research team member. The data was saved through video taping.

The research team taped 9 hours of video material documenting 7 focus discussing groups.

### **3.4 Expected Research Findings**

The expected research findings were quantitative data concerning the employment status and the level of income of the population and qualitative data to understand how PWD describe their social situation within their homes and communities.

### **3.5 Data Analysis**

Data was analysed aggregated to gender, the different professions and the level of income.

### **3.6 Limitations of the Methodology**

The case study only focused on graduates of Usa River Rehabilitation Centre. Therefore the data and interpretation of it can not be generalised to understand the situation of all PWD in the researched areas.

The reached population of 34 percent of all graduates in the target area is quite high. Nevertheless, for practical reasons, the sampling strategy was simple random. It can not automatically assume that the employment, living and income situation of the non reached 66 percent of URRC graduates is exactly similar.

### **3.7 Ethical Issues**

It was important to communicate very clearly with the research population that the main purpose of the case study was to gain data and not to help former students by providing immediately financial support like micro credits.

This is important because a case study on the social economic situation of PWD in a country like Tanzania can very easily raise people's hopes and expectations that support will be provided.

Furthermore all participating graduates were assured that the researchers would keep the

information confidential and that no data could be identified belonging to a single person and that no personal data will be published without permission from the particular person.



*Group picture: Regional meeting at Usa River Rehab Centre, 18.12.2012*

## CHAPTER 4

### 4.0 Data Findings and Analysis

This chapter presents the research findings and discusses and compares the data with literature mentioned in Chapter 2. It also analyzes the findings.

Because of the mass of the data, not all the basic tables of this research are shown in this chapter. The tables not shown are attached in the appendix.

### 4.1 Research Findings

#### 4.1.1 Research Findings: Employment Status of All URRC Graduates

A number of 93 percent of all URRC graduates described themselves as employed. A percentage of 19 reported that they are officially employed.

Seventeen Percent mentioned informal employment and 57 percent describe them as self employed. Only 7 percent describe themselves as unemployed (no paid work).

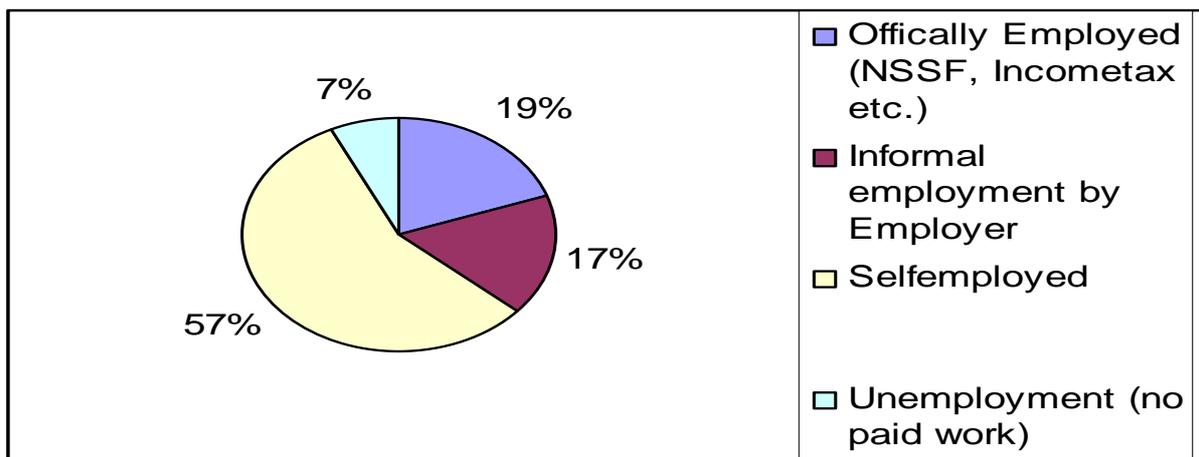


Table 1: Employment Status URRC Graduates (All Occupations)

The total employment status of PWD in the population is 93 percent. The interview data shows furthermore that a 76 percent of URRC graduates are still working in the profession in which they received training at URRC.

#### 4.1.2 Research Findings: Employment Status of URRC Graduates According to their Profession

As mentioned 76 percent of PWD still remain in their profession, but it differs a lot in the different occupations. While only 43 percent of the office workers remained in their

profession, the other occupations range between 72 percent (Tailors), to 81 percent (carpenters), 86 percent (shoe makers) and 89 percent of the welding craftsmen. Furthermore the employment status shows an important range according to the several professions. The following table illustrates:

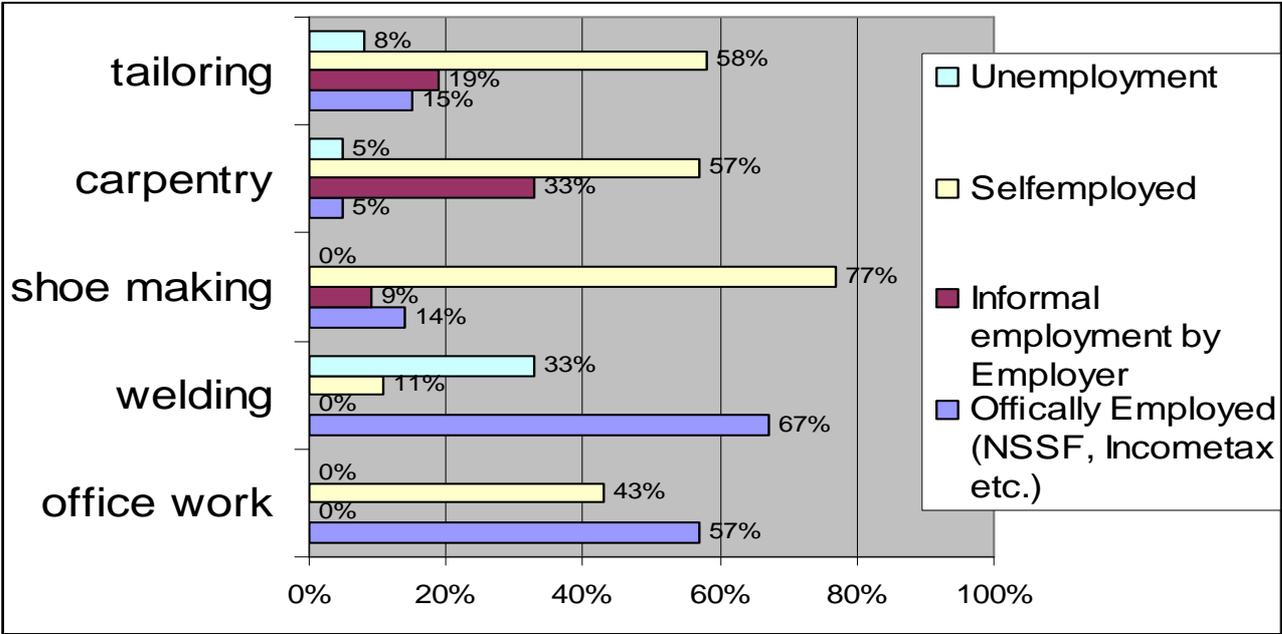


Table 2: Employment Status of All Graduates According to Profession

Out of the 53 interviewed **tailors**, 30 (58 percent) describe themselves as self employed. A group of 10 graduates (19 percent) mentions informal employment, while 8 persons (15 percent) are officially employed and 4 graduates (8 percent) reported that they are living without any paid work (unemployment). Out of this 4 unemployed, three are women.

Out of the 22 interviewed **shoemakers** 17 (77 percent) are self employed while 2 graduates (9 percent) mentions informal employment. Three persons (14 percent) are officially employed and no shoemaker reported unemployment.

The data for the **carpenters** shows that 12 carpenters are self employed (57 percent). Seven of them are in informal employment while 1 carpenter reported unemployment and 1 is officially employed (the interview data shows that he is a carpentry teacher in a VTC).

The data for the 9 interviewed **welders** shows that 1 is self employed (11 percent). None is informal employed. Six (67 percent) are officially employed. Three welders (33 Percent) reported unemployment.

None of the 7 **office work** graduates described her/himself as unemployed or informally employed. Four of them are officially employed (57 percent) while 3 of them (43 percent) run their own small scale company selling kitchenware, small groceries and telephone cards.

#### **4.1.3 Research Findings: Employment Status of all Graduates According to Gender**

In terms of gender comparison it is, for this research, only relevant to focus on the professions of the tailors with 40 female interviewed graduates and 13 male out of 53.

Out of the 7 office workers who had been interviewed only one was male. Out of the 21 carpenters only 1 interviewee was female. For these two groups the data for gender compare interpretation is not valid.

Out of the 13 interviewed male **tailors** 3 (23 percent) describe themselves as officially employed, two of them are tailoring teachers and 1 is employed in a private company. Three female tailors (out of 40) are officially employed (8 percent).

Informal employment is reported by none of the male tailors but by 7 (17.5 percent) of the female tailors. Three women and one man described themselves as unemployed.

A group of 29 female tailors (or 72 percent of the population) describe themselves as self employed.

#### **4.1.4 Research Findings: Level of Income of All URRC Graduates**

The average net take home pay of URRC graduates with employment is 128.200 Tanzania Shillings (Tsh). This is around 82 US Dollars (USD) on an actual exchange rate of approximately 1550.

**4.1.5 Research Findings: Level of Income of all URRC Graduates Related to Profession**

The office workers have an average monthly income of 168.000 Tsh (108 USD). They are followed by the welders with 160.000 Tsh (103 USD), carpenters with 110.000 Tsh (71 USD), tailors with 109.000 Tsh (70 USD) and shoemakers with 94.000 Tsh (61 USD). The following table is illustrating that number.

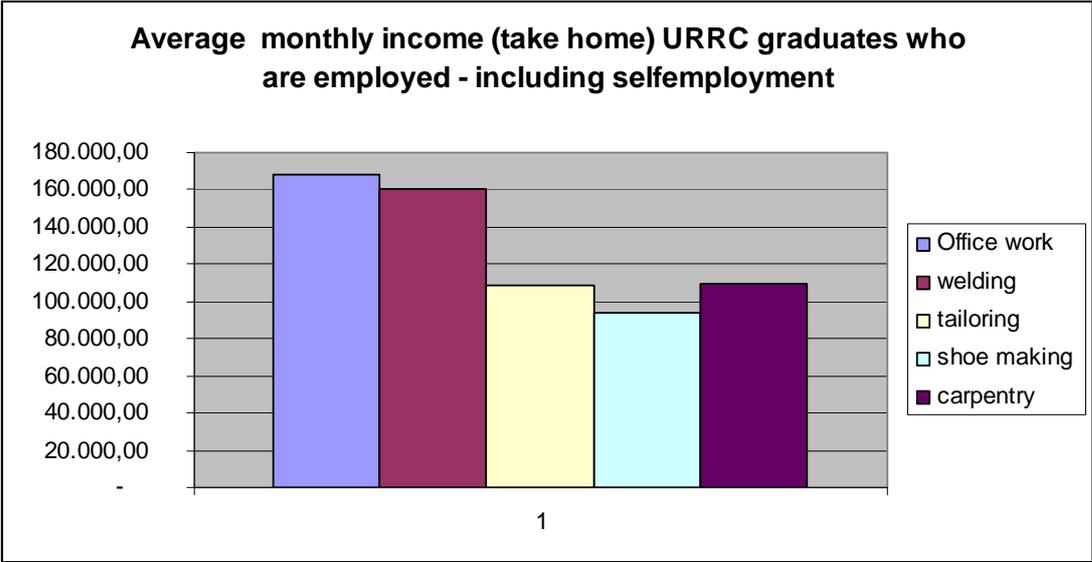


Table 3: Average Monthly Income of Employed URRC Graduates

The highest income a **shoemaker** reported was 250.000 Tsh (160 USD). The lowest was 10.000 Tsh (6.5 USD).

Three shoemakers (14 percent) reported that their monthly income is less than 31.000 Tsh (20 USD). Five shoemakers (23 percent) reported an income between 31.000 Tsh (20 USD) and 62.000 Tsh (40 USD).

Three of them (14 percent) reported an income between 62.000 Tsh (40USD) and 85.000 Tsh (55 USD), while 2 (10 percent) mention an income between 85.000 Tsh (55 USD) and 100.000 Tsh (65 USD).

Six shoemakers (27 percent) reported income between 100.000 Tsh (65 USD) and 210.000 Tsh (135 USD). One has a higher income than that. He is an officially employed shoe making teacher.

The data for the 9 interviewed **welders** shows that 5 of them (55 percent) have an income of over 100.000 Tsh (65 USD). All of these 5 graduates are officially employed. Two persons (22

percent) are reporting an income of under 31.000 Tsh (20 USD) while one person (11 percent) mention an income between 31.000 Tsh (20 USD) and 62.000 Tsh (40 USD). For more details see `basic data tables of income situation welders´ at appendix in Chapter 6.5.

Out of the interviewed 53 graduates 12 **tailors** (23 percent) reported an income under 31.000 Tsh (20 USD). Four tailors (7 percent) report income between 31.000 Tsh (20 USD) and 62.000 Tsh (40 USD).

Another 10 of them (19 percent) reported an income between 62.000 Tsh (40USD) and 85.000 Tsh (55 USD). Two (4 percent) reported income between 85.000 Tsh (55 USD) and 100.000 Tsh (65 USD). A group of 13 tailors (24 percent) report income between 100.000 Tsh (65 USD) and 210.000 Tsh (135 USD). Three have an income of over 210.000 Tsh (135 USD). All of this top earners are officially employed.

The tailoring data shows that similar to the shoemakers, around half of the population has an income of less than 85.000 Tsh (55 USD).

<b>DATA: Tailoring</b>	Interviewed graduates: 53	
* percentage rounded	male: 13	female: 40
<b>Income Situation</b>		
normal monthly income Tsh	persons	Percentage
1- 31.000	12	23%
31.001 - 62.000	4	7%
62.001 - 85.000	10	19%
85.001 - 100.000	2	4%
100.001 – 210.000	13	24%
over 210.000	3	6%
no or unclear data	9	17%

Table 4: Income Situation of URRC Graduates: Tailoring

The **carpentry** data shows that out of the interviewed 21 graduates nearly half of them (45 percent) remain with an income under 85.000 Tsh (55 USD) per month. Five carpenters (24 percent) have an income between 100.000 (65 USD) and 210.000 (135 USD) Tsh while two (9 percent) report an income of more than that. For more details see `basic data tables of income situation carpenters´ at appendix in Chapter 6.5.

The following table of the income situation of **Office Workers** illustrates generally a higher level of income.

<b>DATA: Office work</b>	Interviewed graduates: 7	
* percentage rounded	male: 1	female: 6
<b>Income Situation</b>		
normal monthly income Tsh	persons	percentage*
1- 31.000		0 %
31.001 - 62.000	1	14%
62.001 - 85.000	1	14%
85.001 - 100.000	0	0%
100.001 – 210.000	2	29%
over 210.000	2	29%
no or unclear data	1	14%

Table 5: Income Situation of URRC Graduates: Office Work

Out of the interviewed 7 graduates one office worker (14 percent) reported an income between 31.000 Tsh (20 USD) and 62.000 Tsh (40 USD).

Another one of them (14 percent) reported an income between 62.000 Tsh (40USD) and 85.000 Tsh (55 USD). Two (29 percent) reported income between 100.000 Tsh (65 USD) and 210.000 Tsh (135 USD). Two have an income of over 210.000 Tsh (135 USD).

The following table illustrates the percentage of the population who earns more than 100.000 Tsh (65 USD) a month within the different professions.

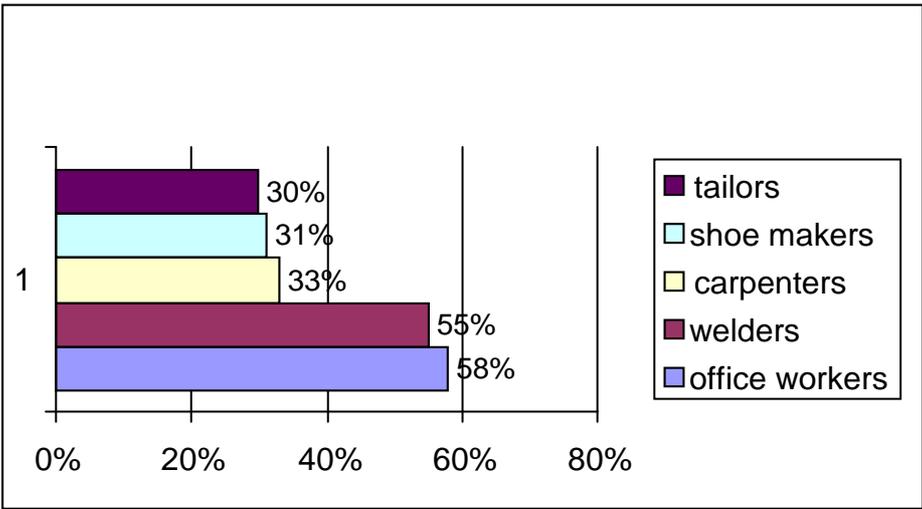


Table 6: Percentage of URRC Graduates Earning More than 100.000 Tsh (65 USD) a Month

**4.1.6 Research Findings: Level of Income of all URRC According to Gender**

At first look the data shows that the level of income for men and women of former URRC graduates is nearly equal with an average income of 129.460 Tsh (84 USD) for men and 129.200 Tsh (83 USD) for women. However, this interpretation is not showing the real picture.

Six out of the interviewed 7 office workers (with their general higher income) are women. This is falsifying the statistics for the handcrafts occupations.

Eighty five percent (40 out of 47) of the interviewed women are tailors. Their income differs significantly to the one of the male tailors as the next table shows:

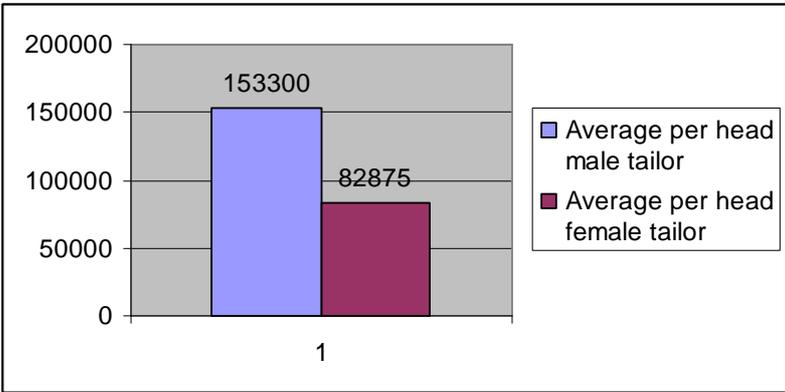


Table 7: Average Income of Tailors According to Gender

The female tailors reported an average monthly wage of 82.875 Tsh (53 USD) while the male reported income of 153.300 Tsh (99 USD).

**4.1.7 Research Findings: Social situation of former URRC graduates**

Focusing on the `social situation` the data shows that 46 percent of the interviewed people are married or living together with a partner.

Looking at gender this figure differs because 54 percent of men reported a partnership compared to only 38 percent of the women. On the other hand 60 percent of the women have at least one child while only 52 percent of the men reported having children.

For both males and females it can be seen that around one third (35 percent) own their own house while 50 percent pay rent. It can be assumed that the remaining 15 percent are living with their parents or other family members.

<b>Social situation</b>			
<b>All URRC graduates</b>			
	total percent*	man	women
Married / living with partner	46%	54%	38%
Having a child (at least 1 or more)	59%	52%	60%
Paying rent	50,0%	50,0%	50,0%
Owning property (or started to build)	35,0%	34,0%	35,0%

Table 10: Social Situation of URRC Graduates (Interviewed Graduates: 112 (65 Men & 47 Women)

Nearly all PWD reported family support. They feel well included inside their family activities and small home communities. **Participation** descends if it comes to a wider public. A gender difference concerning `public participation` could not be recognized within the collected data.

During interviews and focus discussion groups the graduates shared their daily live challenges. **Transport problems** were common complains. This is especially problematic to wheel chair users. This situation is described as worst during the rainy season.

**Low payments** for their work and poor payment moral of customers were also reported to a high extent.

**Lack of capital** and **no access to bank credits** was reported specifically by the self employed graduates.

Focusing on the **use of modern banking services** (like SACCOS / VIKOBA, bank accounts or mobile phone banking) the interviews data shows that more than half of the research population (56 percent) are using such banking systems for their savings. The percentage again differs a lot within the different occupations. (For more details see table `use of banking services´ under 6.3. in the appendix).

In a gender perspective the data for tailors show that 61 percent of the male tailors are using modern banking services. In compare only 30 percent of the female tailors do so.

Apart from the fact that 56 percent of the graduates have a system to put their savings into, many report that they just can't put any savings a side because their income is too low and used completely for their daily needs.

This circumstance leads to a **lack of modern tools and equipment**. This was especially challenging to carpenters (of whom several craftsmen underlined their need for electric equipment) and for welders.

One woman reported that she is challenged because she has nobody who can take **care of** her two **children** while she is working.

The following section brings some original voices out of the FDG into account:

**Matilda is a 1996** graduate of the tailoring class. Today she lives as a single mother with her 12 year old boy in Sumawe village near Karatu. She reported:

“Live is of course still challenging but during our training at Usa River Centre we were taught to deal with it. Today I feel that I do not live like somebody disabled anymore but I am just a normal citizen of my village. I am sewing and I run my own small tailoring school. I take care of my son and I even helped my younger brother to pay his school fees. Therefore I am thankful to god and feel successful and proud. I am brave enough to stand up for my opinion in the community and this as well in front of the so called ‘big people’”.

**Josephat** is a shoe maker who graduated in 1999. Today he owns a small house in which he runs a small workshop. He is married and lives with two children near Karatu. He reports:

“When I returned home after three years URRRC training I knew I could do it: I felt I was a well trained shoemaker and I immediately started my own business. As a polio victim I am walking on my hands. In the beginning when people met me at the market, they used to be afraid that I would beg for money, when I just simply wanted to greet them.

Today things have changed. People know and respect me. Sometimes non disabled people come into in my workshop and ask me for credit.

**Stanley** (graduated in 1993) who is a father of two children and working as a carpentry teacher today stated:” It is true some people have changed their behaviour towards people living with disabilities. But especially in the villages the old prejudgements against disabled are often still remain. We need media support to change the society in Tanzania.”

**John** a shoemaker, graduated in 1996 and living today in Maji ya Chai village underlines “... my work brings me dignity and I feel recognized, accepted and honoured inside my neighbourhood and my village. But at the same time I feel totally neglected if it comes to a

national level. All help I ever got came only from private people or churches. The support from the Tanzania government is absolutely none existing. They have totally forgotten us”.

## **4.2 Discussion of the Findings**

### **4.2.1 Discussion of the Findings: Employment Status**

As mentioned in 4.1.1 (see table 1) 93 percent of the population described themselves as employed including self employment. This number is very high. The ‘VETA 2010 Tracer Study’ (VETA 2011) points out that only around 75 % of the VTC graduates were employed. One reason for the difference could be that a high level of the VETA graduates are attending further training (VETA 2011). Such a kind of ‘further training’ is, according to the data of interview sheets of this case study, very seldom for URRC graduates. Financial pressure and low level of school education could be seen as reasons for this low level on further education of URRC graduates.

Another reason for this big difference could be that the VETA Data is researched national wide while the data of this research is limited to three regions.

Seventy six percent of URRC graduates are still working in the profession they received training in at URRC. A reason for this high level of retention into the profession could be that PWD are often not as mobile as people without disabilities. PWD therefore do not have as many alternatives to do another business like non disabled people might have.

The percentage of self-employment (57 percent) is nearly identical with the self employment rate of the VETA studies (56.1%).

Thirty six percent are working in wage earning employment (19 percent officially and 17 percent in informal employment). These data again is very close to the VETA data which indicates that 36.5 percent is working in wage earning employment (VETA 2011 p.8).

According to the ‘Decent Work Country Profile TANZANIA 2010’ around 90 percent of Tanzanian workers remained in informal employment in 2011 (ILO 2010). In that context the figure of 19 percent of URRC graduates who are officially employed (including social security system and tax payment) is higher than the average.

The results show that the status of employment differs a lot within the occupations. While i.e. a high number of shoemakers (77 percent) described themselves as self employed, only a small number of welders (11 percent) reported that they run their own business.

A reason for that difference could be that a tool kit for welders is expensive compared to the tool kit which a shoemaker needs to start a business. During the face to face interviews, the lack of capital was frequently mentioned by the research population as reason for hindering improved business.

#### **4.2.2 Discussion of the Findings: Employment Status According to Gender**

While 23 percent of the interviewed male **tailors** described themselves as officially employed, only 8 percent of the female tailors report this employment status. Therefore the percentage of official employment for men is nearly three times higher than for women.

About three quarters (72 percent) of the female tailors described themselves as self employed. The interview data shows that a majority of these self employed female tailors are working part time only. However, it is not possible simply to speak of cases of 'underemployment' as defined in Chapter 1. Several of the female tailors mentioned that because of the low income, they would like to work more hours, but they are just not able to do so because they are doing most of the time consuming domestic work (washing, cooking, taking care on children etc.).

#### **4.2.3 Discussion of the Findings: Level of Income**

The level of income differs between the different occupations. Even within one certain profession the income level shows a range.

All the tables for the four trade occupations (shoemaking, tailoring, carpentry and welding) show that around half of the graduates (45 – 50 percent) remain under an income under 85.000 Tsh (55 USD) per month. Focusing in the top end for these four occupations only 7

people (out of 105 interviewed) earn more than 210.000 Tsh (135 USD). All of these seven top earners are officially employed.

In general officially employed craftsmen have a higher income than the others. This goes along with VETA data (VETA 2011).

The interview data shows that the 21 URRC graduates who reached official employment often have a comparatively higher education level (secondary school instead of primary school only), higher vocational skills and are fluent in English.

The most successful URRC graduates have in common that they started their business or working career immediately after finishing their training and they do not depend on one source of income only but have income from different sources (i.e. wage employment, private tailoring and/or a small kiosk).

Comparing the income of URRC graduates (handcrafts occupation only - without office workers) with available VETA data for non disabled VTC leavers it is easy to see that statistically, the URRC leavers earn around one third less (women – 40 percent, men – 30 percent , total -35 percent) than their non disabled colleagues. The following table illustrates this:

<b>Comparison of Average Income of VETA Graduates 2010 * &amp; URRC Graduates 2012 (Handicrafts Occupation Only - Without Office Workers)</b>			
<b>Sex</b>	<b>Average Total income VETA *</b>	<b>Average total income URRC</b>	<b>Difference URRC to VETA graduates (percentage rounded)</b>
Male	170,724	118,250	- 30 %
Female	136,059	82, 875	- 40 %
<b>Total</b>	<b>153,168</b>	<b>100,562</b>	<b>- 35 %</b>

Table 9: Comparison of Average Income \* Source: Tracer Zone Study 2010 (Veta 2011)

Taking into account that the VETA Data was collected in the year 2010 and the URRC data in the year 2012 this gap is (because of the inflation) even wider.

Although it has to be considered that the VETA data was collected with wider range of different professions (while the URRC data only had shoemakers, welders and tailors in the population) the trend is clear: PWD trained at URRC have a lower income than non disabled VTC leavers.

Focusing on income it is important to notice two other points: Firstly, an average income is only a statistic figure which cannot in depth fully describe the living situation of the specific person.

Secondly, taking Tanzania's actual statutory minimum wage of 170.000 Tsh (110 USD) into account, it can be clearly seen that a huge number of URRC graduates remain in the so-called class of the 'working poor'. They share this status along with a high number of workers in Tanzania (ILO 2010).

#### **4.2.4 Discussion of the Findings: Level of Income According to Gender**

All over the world from a gender perspective, incomes are generally lower for women. The female tailors earn only 54 percent of the amount of their former male class mates.

This 'gender wage gap' is significantly higher than the data of the 'International Trade Union Cooperation (ITUC). The ITUC states that in most countries, women's wages for work of equal value represent on average between 70 and 90% of men's. (Tijdens & Van Klaveren 2012).

A reason for that huge difference could be the fact that female tailors do have a significant lower level of official employment and very often need to work part time due to other domestic responsibilities within their families.

Another reason could be that not all women were talented or interested in receiving tailoring training at URRC but did so because they did not have an alternative. A wider variety on offered trainings, especially for women, would therefore be needed to improve this situation.

#### **4.2.5 Discussion of the Findings: Social Situation of Former URRC Graduates**

Majority of URRC graduates feel respected inside their families and, on are lower level, inside their home communities. The high level of family inclusion of the population is not a surprise. All of the research population were sent by their parents to vocational training as teenagers to URRC despite their disabilities. Therefore the high level of satisfaction with

family support should not be seen as representative to the living situation of other PWD in Tanzania.

URRC graduates reported that their vocational skills were keys making them feel self confident and self reliant. This is especially interesting because in the actual world wide discussion about 'Inclusion' special training of PWD inside VTC is widely criticized for excluding PWD out of the 'normal' society into segregated centres.

Of course 'Inclusion' for PWD in the society is the aim. However, hearing the voices of the URRC leavers, it might be that this aim is rather challenging for a developing country like Tanzania with its very limited resources in special educational needs.

The author believes that for the time being, a time limited exclusion of PWD in institutions specialised in training and empowerment of PWD should be accepted as a helpful step towards the aim of Inclusion. In that sense, time limited exclusion can lead to inclusion.

At the same time many PWD reported satisfaction with their living situation inside families and home communities, they reported a lower level of acceptance in the wider society. If it came to a national level, the feeling of acceptance becomes the lowest. Several graduates complained that they feel neglected by the government of Tanzania, because they can not see governmental efforts in supporting them or other PWD. Advocacy for the rights of PWD is therefore needed in the political arena.

Some of the mentioned general problems (like access to public transport especially for wheelchair users) are specific to PWD. This problem statement goes along with other national data quoted in Chapter 2 of this research (NBS 2008).

Other challenges (like poor payment morale of costumers and lack of capital) are likely to be a problem of many self employed craftsmen in Tanzania.

Concerning the marital status, the found data differs from the national data of the 'Tanzania Disability Survey Report 2008'. URRC graduates reports 46 percent living in partnership (54% men and 38% women) while the national data states 55 percent (63 percent men and 47 percent women). Both surveys report that more males are involved in a relationship than females.

## CHAPTER 5

### **5. Conclusions and Recommendations**

This research intended to understand the social economic status of PWD through investigating the employment status and income level of URRC leavers. It furthermore focuses on the living situation. In this short conclusion I will focus on these three subjects and give some recommendations.

#### **5.1 Conclusion: Employment status**

The employment status of PWD is very high with 93 percent. Therefore it can be stated that URRC training enabled employment for many of its graduates.

The percentage of self-employment (57 percent) and working in 'wage earning employment' (36 percent) is similar to other available data of VTC leavers in Tanzania.

The researched level of 'official employment' (with its social security system) is with 19 percent nearly twice as high than in Tanzania's labour force on average. A gender focus shows that male graduates reached the employment status 'formal employed' nearly three times more often than female graduates.

#### **5.2 Conclusion: Level of income**

The level of income of most of the graduates is low. In the handcraft occupations (shoemaking, tailoring, carpentry and welding) around half of the graduates have a monthly income of 85.000 Tsh (55 USD) only.

Compared to non disabled VTC leavers the level of income of URRC graduates is at least 30 percent lower.

Officially employed craftsmen have on average a higher income. The chance to get official employment seems to go along with a high level of school education (secondary level), good vocational skills and knowledge of the English language. It can be recommended that URRC should focus on improving training in these areas.

All school leavers (and to an extra effort the graduating women) should be supported in searching for their first job. To enable a higher number of URRC graduates official employment cooperation with other training institutes in Arusha area who are focusing on employability soft skills could be helpful.

The income of women is significantly lower than the income of men. Most outstanding is this 'gender wage gap' for the profession of tailors. Female tailors earn only around half (54 percent) of the amount of male tailors. Specially designed activity groups for the female students with themes of importance to women could help strengthen self confidence. This again is likely to lead to better employment.

It can be recommended that vocational training of PWD shall focus on a wider range of professions. It can be assumed that not all graduates have talent for the profession they were trained in, but they had no other alternative. Therefore it is recommended to have a wider range in order to promote the talent of the individual students. Furthermore it would be helpful to enable further education (like VETA tests on a higher level) and schooling (like secondary education) to PWD to broaden their competences.

### **5.3 Conclusion: social situation**

The Tenor is that most of the population see themselves well accepted within their families or home communities but have a lower level of participation on a wider public area. They can not see any efforts of the national government to improve their situation. In general the level of satisfaction with the living situation seems strongly connected to the economic success or failure of the person. Advocacy for the rights of PWD is needed in the political arena.

### **5.4 General conclusion**

To a high extent URRC graduates describe themselves as employed. The level of income is for many URRC leavers very low. The majority of URRC graduates feels accepted by their families and home communities but not supported by the government.

## 5.5 Acknowledgement

The author likes to thank all respondents of this research and the co workers of the following institutions for support and advice:

- Usa River Rehabilitation Centre
- MS TCDC
- VETA Northern Zone

## CHAPTER 6 –Annexes

### 6. Tables of Research Data

#### 6.1 Total Number of People Trained at URRC 1990 – 2011

<b>DATA: URRC graduates</b>				<b>1990 - 2011</b>	
<b>According to Occupation:</b>				<b>number</b>	<b>percentage</b>
tailoring				183	50%
office work				32	9%
carpentry				60	16%
welding				24	7%
shoemaking				68	18%
<b>total:</b>				<b>367</b>	<b>100%</b>
<b>According to sex:</b>					
male				205	56%
female				162	44%

#### 6.2 Total Number People Reached in This Research

<b>DATA: URRC graduates</b>				<b>1990 - 2011</b>	
<b>According to Occupation:</b>				<b>number</b>	<b>percentage</b>
tailoring				53	47%
office work				7	6%
carpentry				21	19%
welding				9	8%
shoemaking				22	20%
<b>total:</b>				<b>112</b>	<b>100%</b>
<b>According to sex:</b>					
male				70	60%
female				47	40%

### 6.3 Tables of Research Data: Living Situation

<b>Living Situation</b>			
<b>All URRC Graduates</b>			
	total percent*	man	women
married / living with partner	46%	54%	38%
child (at least 1 or more)	59%	52%	60%
paying rent	50,0%	50,0%	50,0%
own house (at least started to build)	35,0%	34,0%	35,0%

Interviewed graduates: 112 (65 men & 47 women)

<b>DATA: Office Work</b>						
Interviewed graduates: 7						
male: 1      female: 6						
<b>Living Situation</b>						
	yes	no	ND*	percent* yes	percent no	percent ND
married / living with partner	4	3	0	57%	43%	0%
child (at least 1 or more)	7	0	0	100%	0%	0%
paying rent	5	2	0	71,5%	28,5%	0%
own house (at least started to build)	5	2	0	71,5%	28,5%	0%

\* percentage rounded  
\* ND = no data

<b>DATA: Welding</b>						
Interviewed graduates: 9						
male: 9      female: 0						
<b>Living Situation</b>						
	yes	no	ND*	percent* yes	percent no	percent ND
married / living with partner	3	6	0	33%	67%	0%
child (at least 1 or more)	3	6	0	33%	67%	0%
paying rent	3	6	0	33,0%	67,0%	0%
own house (at least started to build)	1	8	0	11,0%	89,0%	0%

\* percentage rounded  
\* ND = no data

<b>DATA: Tailoring</b>						
			Interviewed graduates: 53	male: 13	female: 40	
<b>Living Situation</b>						
	yes	no	ND*	percent* yes	percent no	percent ND
married / living with partner	23	30		43%	57%	0%
child (at least 1 or more)	30	23		57%	43%	0%
paying rent	23	30		43,0%	57,0%	0%
own house (at least started to build)	15	38		28,0%	72,0%	0%
* percentage rounded						
* ND = no data						

<b>DATA: Shoe Making</b>						
			Interviewed graduates: 22	male: 22	female: 0	
<b>Living Situation</b>						
	yes	no	ND*	percent* yes	percent no	percent ND
married / living with partner	11	11	0	50%	50%	0%
child (at least 1 or more)	10	12	0	45%	55%	0%
paying rent	11	11	0	50,0%	50,0%	0%
own house (at least started to build)	7	15	0	32,0%	68,0%	0%
* percentage rounded						
* ND = no data						

<b>DATA: Carpentry</b>						
			Interviewed graduates: 21	male: 20	female: 1	
<b>Living Situation</b>						
	yes	no	ND*	percent* yes	percent no	percent ND
married / living with partner	13	8	0	62%	38%	0%
child (at least 1 or more)	13	8	0	62%	38%	0%
paying rent	11	10	0	52,0%	48,0%	0%
own house (at least started to build)	7	14	0	33,0%	67,0%	0%
* percentage rounded						
* ND = no data						

	Use of Bank Service					
	member of Saccos/ Vikoba etc.	owning a bank account	use of both: Saccos & bank count	mobile phone banking	total number using any banking	percentage of graduates using banking
tailoring	11	3	1	1	15	28%
office work	4	3	3	0	7	100%
carpentry	4	7	3	0	11	50%
welding	0	2	0	2	4	44%
shoemaking	7	4	2	2	13	59%
<b>total:</b>						56%
<b>Tailors according to gender:</b>						
male						61%
female						30%

#### 6.4 Tables of Research Data: Employment Situation

<b>DATA:</b>			
	Interviewed graduates: 112	male: 67	female: 40
<b>Employment Situation of All Graduates</b>			
	Nr. of people	Percent	ND*
Still working in trained occupation*	38	72%	0
Officially Employed (NSSF, Income tax etc.)	8	15%	0
Informal employment by Employer	10	19%	0
Self-employed	31	58%	0
No permanent employment	4	8%	0
Employed somebody for own business	1	2%	0
(*or done at least 2 years after URRC graduation)			
ND = none ore unclear data			

<b>DATA: Office work</b>			
	Interviewed graduates: 7	male: 1	female: 6
<b>Employment situation</b>			
	Nr. of people	Percent	ND*
Still working in trained occupation*	3	43%	0
Officially Employed (NSSF, Income tax etc.)	4	57%	0
Informal employment by Employer	0	0%	0
Self-employed	3	43%	0
No permanent employment	0	0%	0
Employed somebody for own business	0	0%	0
(*or done at least 2 years after URRC graduation)			
ND = none ore unclear data			

<b>DATA: Welding</b>			
	Interviewed graduates: 9	male: 9	female: 0
<b>Employment Situation</b>	<b>Nr. of people</b>	<b>Percent</b>	<b>ND*</b>
Still working in trained occupation*	8	89%	0
Officially Employed (NSSF, Income tax etc.)	6	67%	0
Informal employment by Employer	0	0%	0
Self-employed	1	11%	0
No permanent employment	3	33%	0
Employed somebody for own business	0	0%	0
(*or done at least 2 years after URRC graduation)			
ND = none ore unclear data			

<b>DATA: Shoe Making</b>			
	Interviewed graduates: 22	male: 22	female: 0
<b>Employment Situation</b>	<b>Nr. of people</b>	<b>Percent</b>	<b>ND*</b>
Still working in trained occupation*	19	86%	0
Officially Employed (NSSF, Income tax etc.)	3	14%	0
Informal employment by Employer	2	9%	0
Self-employed	17	77%	0
No permanent employment	0	0%	0
Employed somebody for own business	1	5%	0
(*or done at least 2 years after URRC graduation)			
ND = none ore unclear data			

<b>DATA: Carpentry</b>			
	Interviewed graduates: 21	male: 20	female: 1
<b>Employment situation</b>	<b>Nr. of people</b>	<b>Percent</b>	<b>ND*</b>
Still working in trained occupation*	17	81%	0
Officially Employed (NSSF, Income tax etc.)	1	5%	0
Informal employment by Employer	7	33%	0
Self-employed	12	57%	0
No permanent employment	1	5%	0
Employed somebody for own business	0	0%	0
(*or done at least 2 years after URRC graduation)			
ND = none ore unclear data			

<b>DATA: Tailoring</b>			
	Interviewed graduates: 53	male: 13	female: 40
<b>Employment Situation</b>	<b>Nr. of people</b>	<b>Percent</b>	<b>ND*</b>
Still working in trained occupation*	38	72%	0
Officially Employed (NSSF, Income tax etc.)	8	15%	0
Informal employment by Employer	10	19%	0
Self-employed	31	58%	0
No permanent employment	4	8%	0
Employed somebody for own business	1	2%	0
(*or done at least 2 years after URRC graduation)			
ND = none ore unclear data			

### 6.5 Tables of Research Data: Income Situation

Average Income URRC graduates		female	male
Office work	168000	175600	130000
Welding	160000	0	160000
Tailoring	109000	82875	153300
Shoe making	94000	0	94000
Carpentry	110000	no data	110000

Average per head	128200
Average per head male	129460
Average per head female	129200

Average per head male	tailor	153300
Average per head female	tailor	82875

<b>DATA: Office work</b>	Interviewed graduates: 7	
* percentage rounded	male: 1	female: 6
<b>Income Situation</b>		
Normal monthly income Tsh	persons	percentage*
No income at all		
1- 31.000		
31.001 - 62.000	1	14%
62.001 - 85.000	1	14%
85.001 - 100.000		
100.001 - 210.000	2	29%
Over 210.000	2	29%
No or unclear data	1	14%

<b>DATA: Office Work</b>		
<b>Income Situation</b>		
Highest income mentioned Tsh		303.000
Lowest income mentioned Tsh		60.000
Average monthly income Tsh pp		168.000

<b>DATA: Welding</b>	Interviewed graduates: 9	
* percentage rounded	male: 9	female: 0
<b>Income Situation</b>		
Normal monthly income Tsh	persons	percentage*
No income at all		
1- 31.000		
31.001 - 62.000		
62.001 - 85.000		
85.001 - 100.000		
100.001 - 210.000	4	44%
Over 210.000	1	11%
No data	1	11%

<b>DATA: Welding</b>		
<b>Income Situation</b>		
Highest income mentioned Tsh		500.000
Lowest income mentioned Tsh		25.000
Average monthly income Tsh pp		160.000

<b>DATA: Tailoring</b>	Interviewed graduates: 53	
* percentage rounded	male: 13	female: 40
<b>Income Situation</b>		
Normal monthly income Tsh	persons	percentage
1- 31.000	12	23%
31.001 - 62.000	4	7%
62.001 - 85.000	10	19%
85.001 - 100.000	2	4%
100.001 - 210.000	13	24%
Over 210.000	3	6%
No data	9	17%

<b>DATA: Tailoring</b>		
<b>Income Situation</b>		
Highest income mentioned Tsh		300.000
Lowest income mentioned Tsh		8.000
Average monthly income Tsh pp		109.000

<b>DATA: Shoe Making</b>	Interviewed graduates: 22	
	male: 22	female: 0
<b>Income Situation</b>		
Normal monthly income Tsh	persons	percentage
No income at all	0	
1- 31.000	3	14%
31.001 - 62.000	5	23%
62.001 - 85.000	3	14%
85.001 - 100.000	2	10%
100.001 - 210.000	6	27%
Over 210.000	1	4%
no data	2	8%

\* percentage rounded

<b>DATA: Shoe Making</b>		
<b>Income Situation</b>		
Highest income mentioned Tsh		250.000
Lowest income mentioned Tsh		10.000
Average monthly income Tsh pp		94.000

<b>DATA: Carpentry</b>	Interviewed graduates: 21	
* percentage rounded	male: 20	female: 1
<b>Income Situation</b>		
Normal monthly income Tsh	persons	percentage*
No income at all		
1- 31.000	1	7%
31.001 - 62.000	4	19%
62.001 - 85.000	4	19%
85.001 - 100.000	2	8%
100.001 - 210.000	5	24%
Over 210.000	2	9%
No data	3	14%

<b>DATA: Carpentry</b>		
<b>Income Situation</b>		
Highest income mentioned Tsh		250.000
Lowest income mentioned Tsh		30.000
Average monthly income Tsh pp		110.000

**6.6 Interview sheet: English version**

(Originally used in Kiswahili language)

Name of Interviewer: \_\_\_\_\_

Date: \_\_\_\_\_

Place: Regional meeting in \_\_\_\_\_ / Home visit in \_\_\_\_\_ /  
others \_\_\_\_\_

Interview done:                    o face to face                    o via phone

\*\*\*\*\*

Name of Interviewee: \_\_\_\_\_/ \_\_\_\_\_/ \_\_\_\_\_

Address: \_\_\_\_\_ phone number: \_\_\_\_\_

(phone number of him/herself or self somebody else: \_\_\_\_\_)

Years of training at URRC: \_\_\_\_\_ - \_\_\_\_\_

Profession:    o shoe            o tailoring    o office            o welding    o carpentry

Highest VETA Level reached: o trade test    o one    o two    o three    o Cbt

Did you go to any further studies since you graduated from URRC?    o yes    o no

If yes, what kind of studies? \_\_\_\_\_ What kind of certificate did  
you receive? \_\_\_\_\_ Did you attend any kind of seminar?    o yes    o no

If yes, what kind? \_\_\_\_\_

\*\*\*\*\*

1. Are you married?                    o yes            o no

If not: Are you living with a partner?    o yes            o no

2. Do you have children?            o yes            o no

If yes: How many? \_\_\_\_\_

3. Are you living with your parents or other relatives?    o yes            o no

If yes, specify: \_\_\_\_\_

4. Do you own the house you work in?                    o yes            o no

5. Do you pay rent for the place you live and/or work?    o yes            o no

If yes, specify the amount: \_\_\_\_\_

6. Do you own a building plot?                    o yes            o no

If yes did you built a house or have you already started to do so? \_\_\_\_\_

\*\*\*\*\*

7. Do you currently work in the profession you received training in at URRC?

yes             no

If no: Have you ever worked in that profession?       yes                       no

if yes for how long \_\_\_\_\_

8. What kind of work are you doing today? \_\_\_\_\_

9. Do you own your business?                               yes                       no

If yes:            do you own this business                       alone                       together with

Please specify: \_\_\_\_\_

If you are self employed: Where did you get the capital to start this business?

\_\_\_\_\_

10. Do you have a market access for your products?                       yes                       no

If yes, who are your customers \_\_\_\_\_ How did you reach them?

\_\_\_\_\_

If no, what have you done to get access to the market? \_\_\_\_\_

\_\_\_\_\_

11. Are you employed by somebody?                       yes                       no

If yes: Do you have a written contract?                       yes                       no

Do you pay tax / NSSF etc?                               yes                       no

Do you employ somebody?                               yes                       no

12. If you are officially employed. Do you do private business after your official working hours? Explain: \_\_\_\_\_

13. Would you like to work more? (not enough work?)                       yes                       no      If yes:

What is hindering you in working more? \_\_\_\_\_

\_\_\_\_\_

14. Do you get enough income out of your work?

\_\_\_\_\_

\_\_\_\_\_

15. Can you estimate your average income?                       weekly                       monthly

Amount: \_\_\_\_\_ Tsh

16. Do you have a bank account (to put savings etc.)?  yes  no

17. Are you member of SACCOS or VIKOBA micro finance?  yes  no

If yes, which kind of: \_\_\_\_\_

If no, where do you put your daily income or savings?

\_\_\_\_\_

\*\*\*\*\*

18. Looking back, what subjects or skills did you miss in your training at URRRC which could have helped you to qualify better to you profession?

\_\_\_\_\_

\_\_\_\_\_

19. What equipment do you use for your work? \_\_\_\_\_

Is it efficient? \_\_\_\_\_

Is there any equipment that could help you to increase your business / employment and income situation? \_\_\_\_\_

\_\_\_\_\_

20. What challenges and problems do you face at your work and your life within your community?

\_\_\_\_\_

\_\_\_\_\_

21. Which kind of differences can you see now at your life compare to the time before you had attended URRRC training? \_\_\_\_\_

\_\_\_\_\_

Do you feel a change in the acceptance you receive from society?

\_\_\_\_\_

22. Any additional comments or ideas: \_\_\_\_\_

\_\_\_\_\_

**6.7 Input of the facilitator to the focus discussion groups: English version** (Originally used in Kiswahili language).

*To the group facilitator: Always remember that the aim is to let the group members talk to each other. It is not necessarily needed that everybody answers every single question! Good luck and enjoy...*

1. Please introduce yourself to the group?
  - You name?
  - Where do you live?
  - Family status?
  - Daily activities?
  
2. Tell the group how it was when you first came to attend URRC training and boarding ?
  - How did you feel in the beginning?
  - Your hopes and fears?
  
3. Tell us how your life as a URRC student was among the other students
  - How did you feel?
  - What were the positive things about your URRC attendance?
  - What were the positive things about being in a group, living, eating, playing and working together?
  - What was it like sharing a room?
  - How did you interact?
  
4. Tell us about how your life has been since you finished URRC training?
  - Attitude change?
  - Confidence change?
  - Did your communication ability change?
  - Relationship with others?
  - Any change on respect you gain from others?
  - Feeling of self trust and empowerment?
  - What did you thought to others?
  - Can you take your own decision?
  - What has improved in your life during the URRC training and after completion your vocational training?
  - Did you receive your URRC Certificate?
  - Was it of any use?
  
5. Have you found Employment after finishing URRC training? Did you start any income generating activities?
  - If yes, tell us about your employment or income generating activities
  - If no, why not?
  - What are the challenges? (Ask other group members about ideas how these challenges cold be faced? )
  
6. What did you learn about yourself during URRC attendance?

7. What can you do now that you could not do before your URRC training?
8. What would you do different if you could get the chance for URRC training again?
9. What are your future dreams and hopes?
10. Have you any suggestions for URRC Training? (What could improve URRC training
11. What are challenges within your daily life?

## 6.8 Research Budget

URRC covered all costs of this research within their annual budget 2012/2013.

Therefore the following research funds were needed (rounded numbers):

<b>Budget for research on former URRC graduates</b>			
		-	
<u>Subjects</u>		<u>Amount TSH</u>	<u>Comments</u>
<b>TELECOMMUNICATION &amp; STATIONARY</b>			
Air time & Office material		80.000,00	to respondents mobil phones
<b>TRANSPORT</b>			
Transport costs research team to reg. meetings		450.000,00	450 km x 1000 Tsh mileage
Transport costs research team additional interviews		250.000,00	250 km x 1000 Tsh mileage
Bus fees for population		1.125.000,00	10.000 Tsh per head
<b>FOOD</b>			
Tea, Lunch, soda respondents at reg. Meetings		1.250.000,00	10.000 Tsh per head
Tea, Lunch, soda research team at meetings		250.000,00	10.000 Tsh per head
<b>TOTAL COSTS</b>		<b>3.405.000 Tsh</b>	<b>2130 USD</b>

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