
**S.E.A.S. Staff Training Workshop
Vocational Skill Training and
Employment Opportunities for
the Physically Disabled**

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Preface

The Angolan Secretary of State for Social Affairs (S.E.A.S.) wishes to expand their programme for the disabled in order to meet the needs of the large and growing number of civilian war disabled. Plans for future development are still being formulated but they realize that the development of a vocational (skill) training programme for the disabled is essential.

As a first step, SEAS requested Development Workshop to assist in planning and implementing a training seminar for their staff on vocational-skill training and employment opportunities for the disabled. Much of the information presented during the training seminar would be based on the Development Workshop report Vocational Workshops Programme for the Civilian War Disabled and Physically Handicapped in Angola, written for SEAS in 1987.

This request resulted in a two-week consultancy in January 1989 to discuss the training seminar with key people in SEAS and to plan the seminar with them.

The purpose of this report is to summarize the discussions and decisions made during the two week consultancy in Angola and to outline the programme for the training seminar.

The first section of the report describes the issues that were discussed during the consultancy and the decisions that were reached.

The second part proposes an outline or programme for the training seminar.

The third section covers an action plan necessary for implementing the training seminar.

Appendices include information and teaching materials that could be used during the training seminar such as statistics on the disabled in Angola, how to choose income-generating activities, how to write project proposals, community surveys, reasons for success and failure of income-generating activities, etc.

Background

Secretary of State for Social Affairs (S.E.A.S.)

The Secretary of State for Social Affairs (SEAS) has taken on an increasingly important task of responding to the problem of the civilian disabled.

SEAS has created a network of 17 centres in the country. These centres provide training and employment for disabled people and hope to equip the participants with useful skills which will assist their reintegration into the community.

SEAS centres concern themselves with 'reintegration into production'. In Angola, 'social integration' of disabled people is not such a problem because there is little social stigma attached to the handicapped since there is no history of institutionalization of the disabled. Because of the country's past low level of health development, there were always present significant numbers of disabled people, crippled by polio or other endemic diseases. The family was the social unit which took responsibility for its disabled members and community integration was maintained. Even today ICRC estimates in Angola that of the civilian war amputees whom they fit with artificial limbs, only 10% gain formal sector employment, another 15% return to agriculture, but 75% fall back on dependance on their families or village communities.

Today, in areas destabilized by war, many villages have been destroyed and families broken. Social disintegration means that the traditional community no longer exists to care for its disabled members. The national government has responded to the problem with institutionalization and centres for the disabled.

Each centre for the disabled focuses on one or several productive activities which ideally are keyed to the local resource base of the region and have the potential of generating employment and income. Vocational activities promoted are ones that are accessible to a disabled person or can be adapted to the particular handicap of the participant. Products made in the centres are sold and the income, after covering some basic running costs and the purchase of raw materials, goes to the producer. Participants' earned income is augmented with a subsistence allowance from SEAS.

While it is planned that these centres should serve a training function and that the participants be eventually 'reintegrated' into the community with useful jobs, this has rarely happened. While many of the centres are newly established, some of the longer established centres still have on

their enrollment most of their initial members. There has not been a recycling of trainees into the productive or service sectors. Programme participants have tended to stay. The capacity of existing centres has become quickly saturated and they have proven unable to respond fast enough to the more recent influx of war disabled.

The centres established to date encompass a fairly limited number of productive vocational activities. By and large, these reflect a limited conception of the capacity of disabled people. Sewing or garment making are the most prevalent followed by 'artezanato' - including wood carving and basket weaving. A few of the more innovative centres have introduced carpentry, pottery and watch repair. In spite of the heavy emphasis on garment making, cloth, thread and other essential materials are in short supply. The local resource base and its utilization through simple adapted technologies has scarcely been explored.

While the network of existing SEAS centres have a number of technical and programming problems, they certainly provide, if supported and developed, a significant potential to respond to the problem of the war disabled.

The Disabled in Angola

There are wide ranging estimates of the numbers of war disabled in Angola. While in the earlier periods of instability during the independence war, the injured were commonly themselves combatants. More recently the insurgents have turned to civilian targets in the attempt at economic disruption. UNITA have tried to force the population off the land to become dependant on government relief. Villages have been attacked and agricultural plots rigged with anti personnel mines. Women and children who normally tend the fields have been the first to suffer. The majority of those mutilated have foot or leg injuries which almost always result in amputation. The International Red Cross has recently estimated that civilians are now suffering as many casualties as the military on both sides. Angola may now have as many as 100,000 war disabled; half of these are civilians; mostly women and children.

SEAS's statistics, by their own admission are not complete but still show the 'registered' disabled in 1988 to be almost 24,318. Even using SEAS's own statistics, the 'Centres' are only able to accommodate about 3% of the registered disabled.

It is clear from the statistics that SEAS must increase its efforts in finding ways to increase economic opportunities for the disabled. The Centres must change from being sheltered workshops and begin to function as they were originally intended - for vocational training and for

special support to the disabled in production and employment within the community.

It was this urgent need to increase the training and economic opportunities for the disabled that prompted SEAS to plan a training seminar for their staff which would expose them to new ideas, enable them to study the problem together, and give them practical skills that would assist them to begin this change.

Reference:

Cain, Allan. Vocational Workshops Program for the War Disabled and Physically Handicapped, Angola. Luanda, Angola: Development Workshop, 1986.

S.E.A.S. Statistics on the Disabled - 1988. (See Appendix 3)

A. DISCUSSION OF ISSUES AND DECISIONS

Given the urgent need to increase employment and training opportunities for the disabled in Angola, SEAS (Secretary of State for Social Affairs) proposed to hold a seminar for their staff to study the problem, expose them to new ideas and to give them some initial practical skills to bring this change about.

A number of meetings were held with Sra. Felisbela Espírito Santo and her staff from the Department of the Elderly and Physically Disabled in SEAS. The following is a summary of the issues discussed during those meetings over a two week period.

The first meeting was held on Tuesday 3 January with Sra. Felisbela Espírito Santo, the consultants and Allan Cain of Development Workshop. She opened the meeting by describing the general concerns and objectives of her department and the direction in which they wanted to go.

Long-Term Objective of SEAS

Sra. Felisbela Espírito Santo explained that the objective of their department was to either turn the existing sheltered workshops into training and support centres for independent production units or to expand the programme to include these. The intention was that with new ideas and skills gained in the training seminar, SEAS staff would begin to examine the needs and resources in their areas and propose ways of accomplishing this and integrating the disabled back into the economy and society.

The long-term objectives of SEAS are to develop economic opportunities for the disabled by establishing production units which would employ the disabled as well as offer goods to the community which would benefit both the disabled and the economy.

General Direction of Training Seminar

Sra. Felisbela felt that it was very important to expose SEAS staff to new ideas, make them aware of other countries' experience in vocational/skill training and income-generating activities and to widen their view of the physically disabled and their abilities and potential.

It was also intended that the participants of the seminar would gain some practical and useful skills that they would be able to apply to their own jobs and improve and expand the support offered to the physically disabled in their community.

Emphasis on Small-Scale Industry, Vocational Training and Teaching Methodologies

During this first meeting, Sra. Felisbela Espírito Santo emphasized that SEAS was especially interested in the areas of developing small-scale production units, income-generating projects, vocational training, and training methodologies and hoped that the seminar would concentrate in these areas.

Case Studies

It was felt that one of the best ways of presenting experiences in other countries was by case study and those involved with various projects would be invited to present their work and problems, using as many audio-visual resources as possible.

Adaptation of the Seminar Building

It was also agreed that wherever the seminar would take place, it was essential that the building be adapted for access by the disabled.

Practical Information

In addition to exposing the participants to new ideas, it was agreed that they should gain some practical knowledge that could be put to immediate use when they returned to their workplaces.

Further Training

The seminar would be considered as a short introductory course with the view of having longer-term training in the future. SEAS would include any future training in their 1990 training plan.

Topics to be Included in the Training Seminar

At the end of the first meeting, it was agreed that the seminar would be an introductory one that would include the following activities:

- expose the participants to the experiences of other countries;
- encourage the participants to investigate possible economic opportunities in their own geographical areas (e.g. typing, photography, carpentry, metalwork, lotteries, agricultural projects, food processing, etc.);
- start of the process of identifying potential areas, which would then be followed by training and follow-up;
- supply the participants with the information needed to do an investigation of the resources and needs in their provinces or districts and expect them to carry out this survey;
- supply the participants with the method and format for writing a project proposal;

- encourage the participants to look into the possibility of transforming some of the SEAS centres from protected workshops to training centres;
- encourage the participants to investigate the possibility of job placement and job creation for the disabled.

On Wednesday, 4 January 1989, another meeting was held with Sra. Felisbela Espírito Santo and Sra. Maria Emília Manuel of the Department of the Elderly and Physically Disabled in SEAS.

Role of SEAS Centres

Sra. Felisbela Espírito Santo was questioned on how she saw the transformation of the existing SEAS workshops. She explained that they would like to see them become training centres where the disabled would be trained in a particular skill and then either enter regular employment or create independent production units or cooperatives.

Employment for Disabled

She also explained that from her experience, she felt that most companies would hire any disabled person if they had the skills and that there was not any major problem with employers discriminating against the disabled. In fact, she had been told by several employers that they would prefer to hire disabled workers because they were dedicated and committed employees. She saw the real problem as being two-fold; one was a lack of skills training for disabled people and the second was the difficulty that many disabled people face of physically getting to their place of work and moving about within the building. It was noted that over half of the disabled (64%) have leg injuries and consequently problems with mobility.

Transport for the Disabled

Sra. Felisbela Espírito Santo explained that not only was there a lack of wheelchairs, hand-powered tricycles and motorized tricycles that would allow the disabled to travel to their workplaces, but there was no provision for the repair of this equipment. There are no spare parts and no workshops set up for this purpose. She suggested that it would be very important to set up a system of supplying spare parts as well as training the disabled to maintain and repair their own equipment.

Production of Prostheses, Aids, etc.

The Angolan Ministry of Health is responsible for producing prostheses and aids such as crutches, shoes, calipers, etc. as well as the medical rehabilitation of the disabled. The role of SEAS is strictly non-medical and they assist the disabled in all other aspects such as skills training, vocational rehabilitation, education, employment, social integration, etc.

Integrated versus Segregated Training

The opinion of SEAS is that in general they do not support special (i.e. segregated) training for the disabled and believe that the disabled should be integrated into normal training facilities and workplaces. However, given the the overwhelming numbers of people that have been disabled by the war and the fact that there is little vocational training even for the non-disabled, they feel that they must make a special effort and focus on the training needs of the disabled and this may have to include some special or segregated training. In this case, they would look upon special training as a short-term solution and as a type of necessary affirmative action.

Existing Educational Facilities for the Adult Disabled

There are some special facilities for educating and training disabled children, but at present there are no facilities for the training of disabled adults in the country.

Rehabilitation versus Habilitation

It was pointed out that the problem of training the disabled was not so much one of rehabilitation since such a large proportion of the disabled is illiterate and unskilled. It is not simply a matter of retraining them or adapting the workplace - but a far greater one of basic education and training for a large number of people in a short amount of time. (See Appendix 3 for statistics on the disabled.)

Timing and Length of Training Seminar

SEAS felt that for their staff, the best time for the seminar would be during the months of August or September since like most government employees, their staff in Luanda and the provinces attend night school and the annual final exams only finish at the end of July.

They also felt that the seminar should be approximately 10 working days because for those coming long distances, a shorter seminar could not justify their trip, and a longer one would be difficult for many to manage since most of the participants would hold positions with high levels of responsibility.

Meeting for Structures Involved with Disabled

It was suggested that a meeting be held the next week with those structures involved with the disabled. The purpose of the meeting would be to explain the objectives of the seminar, discuss some of the topics that would be covered and generally receive some feedback, comments and suggestions from them.

Another purpose of this meeting was to start a discussion within the groups that are working with the disabled since presently there is little contact between them. It was felt that this meeting could encourage more coordination, support and sharing of information between the various structures since the needs of the disabled do not fit into any one structure.

Sra. Felisbela Espírito Santo promised to contact as many groups as possible such as the Ministry of Health, Ex-Combatants, Red Cross, the Centre of Rehabilitation and the Ministry of Education.

On Friday 6 January, a meeting was held at the Ministry of Labour with the Director of the National Vocational Rehabilitation Project of the National Commission of Vocational Rehabilitation, Sra. Maria de Jesus Corina Jardim.

Role of National Commission

She explained that the Commission was started by the President to create the necessary conditions for employment and vocational training of the disabled. The Commission includes representatives from various structures working with the disabled, such as the Ministry of Health, SEAS, trade unions, Ministry of Education and Ex-Combatants. The Commission is fairly new and spent the first year collecting information on the disabled in Angola. (See Appendix 3 for statistics on the disabled.)

Viana Training Centre

There is a pilot training centre in Viana outside of Luanda that has a centre for medical rehabilitation and another for vocational rehabilitation that are intended to work together. The medical rehabilitation centre has opened but not the vocational side. The building has been built but there is no equipment or staff because of the lack of funding.

The vocational rehabilitation centre is intended to teach 6-month courses in tailoring, shoemaking, typing and secretarial skills as well as literacy. Half of the time will be spent on skill training and the other on primary education.

Sra. Corina Jardim emphasized the difficulty of training people who were frequently illiterate and had no previous training. She felt that some of the best trainers for the disabled were those who were experienced in their skill area and who had received some training in the special needs and problems of the disabled instead of someone who was trained to work with the disabled but had little practical experience in the skill area.

The Commission is encouraging the graduates of the centre to either 1) become self-employed, 2) enter normal employment in a factory, office or workshop, 3) form integrated cooperatives, or 4) work in sheltered workshops. They could see the possible need for sheltered workshops in some circumstances but did not generally encourage them for the physically disabled.

Law 22/82

Sra. Jardim also spoke briefly on the Law 22/82 which states that 2% of all workplaces are reserved for the disabled. She stated that the problem is often one of the disabled people not having the necessary skills and as a result would often be employed as gate keepers, guards, cleaners, etc.

Statistics

She then showed and explained some of the statistics that had been collected by her project. (See Appendix 3.)

Further meetings were held on Wednesday and Thursday, 11 and 12 January with Sra. Felisbela Espirito Santo and Sra. Maria Emília Manuel of SEAS.

Training Needs

When skills are being taught to disabled people with the view of encouraging them to become employed, self-employed, or forming cooperatives, it is important to remember that the training of technical skills is not enough; daily living skills and basic business skills must also be taught.

It was also noted that an introduction to training needs and teaching methodologies should be included in the training seminar.

Pre-Seminar Survey

The importance of the participants coming to the seminar with information on their particular situation was discussed. There was some

concern that the information would be inaccurate since most of those collecting the information had no training in this area and it was feared that there might be a tendency for them to respond with any information rather than the correct information. It was decided that the participants would be asked to bring some basic information on the centres where they work and more detailed surveys on resources, needs, etc. would wait until after the seminar when they would have learned the basics of collecting information. An example of the questions that the participants would be asked to answer and bring to the seminar can be found in Appendix 9.

Special Day for High-Level Participants

The idea of having a special day at the beginning of the seminar for those at a higher level in various ministries involved with the disabled was discussed. It was suggested that it be scheduled for the first day of the seminar and general ideas could be introduced to them. SEAS would then continue on and study the issues in more detail in the remaining ten days. This idea will be discussed further by SEAS and other departments and ministries to see if they would be interested in participating.

Participants of Seminar

SEAS agreed that two to three disabled people from each centre would participate in the seminar. In addition, from each province there could be SEAS delegates, sector heads, and section heads. The section heads are the people who have the most direct contact and responsibility for the disabled, but it was felt that their superiors should also attend in order that they understand and give adequate support to the section heads.

Disabled People's Organizations

Sra. Felisbela was asked about SEAS's position on the formation of disabled people's groups, organizations or councils. She said that it was a possibility for the future that they were interested in but as yet the government had not given them permission to begin this work.

Language Prerequisites for Case Studies

A number of people were suggested who might be able to present a case study on the work that has been done in other countries. There was some discussion on whether the guests would have to speak portuguese but it was decided that though it would be helpful, someone who could speak spanish could manage, and if only english was spoken, a translator could be arranged.

Practical Information Stressed

It was emphasized that SEAS staff were interested in practical information and gaining skills during the 10-day training seminar that they could put to immediate use in their workplace.

Future Training for SEAS Staff

One result of the seminar would be that it would focus on the type of training that is needed in the future by SEAS staff. An excellent 9-month diploma course called Teachers and Planners of Community Based Rehabilitation in Developing Countries is offered at the Tropical Child Health Unit, Institute of Child Health, University of London and SEAS expressed an interest in having some of their staff attend the course. The language is a difficulty since few Angolans speak English but it was felt that this should not be an insurmountable problem since there are English language courses for those who intend to enter a British school. (See Appendix 10 for a list of topics covered during course.)

Exhibition of Equipment

It was suggested that in addition to the seminar, an exhibition be held to exhibit and demonstrate equipment and aids for the disabled. A list of equipment will be made and the British Embassy will be contacted to see if they would donate equipment or support the exhibition since the majority of the equipment would come from Britain.

Increasing Awareness of the Disabled in the Community

The question was raised whether it would be possible to include in the seminar information on how to make the community, professional bodies and government departments more aware of the disabled and their capacity. Examples given of possible methods were radio, T.V., and newspaper.

Information, Notes and Handouts

It was agreed that the seminar should produce and distribute written material for participants to study before the seminar as well as information to take away with them at the end of the seminar.

Date for Seminar

The date for the seminar was discussed again and it was decided that it would be most convenient for all concerned if it was held from 25 September to 6 October 1989 in Luanda.

Meeting for Structures Involved with Disabled (Thursday 12 January 1989)

Sra. Felisbela Espírito Santo of the Department of the Elderly and Disabled of SEAS , opened the meeting, stated the objectives of the meeting and introduced herself and the Development Workshop participants. Each participant from the Angolan structures then introduced themselves and described the work of their departments. A presentation was made by Pam Zinkin and Anne Beamish (see below) which was followed by discussions. (See Appendix 2 for a list of participants.)

Objective

The objective of the meeting was to:

1. discuss opportunities for the disabled in the area of vocational training and employment;
2. present a proposal for the 10-day week training seminar that would be held for SEAS staff and solicit comments and suggestions from the group; and
3. introduce some ideas and topics that would be covered during the training seminar about the employment and training of disabled people.

Theme - Failure of Vocational Training Projects

Many vocational training projects for the disabled fail. It was felt that if the reasons were understood, it would be easier for those planning projects to avoid many of the problems and therefore have a greater chance of success.

The principal reason for the failure of vocational training projects is that instead of integrating the disabled into production or training, they are separated. In addition, the projects often:

1. do not take into consideration the abilities of the disabled; and
2. do not take into consideration the needs or the development of the community.

Even when these issues are considered, often the trained disabled person cannot take advantage of or apply their newly acquired skills because:

- a) the skill they learned is not useful;
- b) the workplace where he/she will work is not prepared or adapted;
- c) the home where he/she lives is not prepared or adapted;
- d) the person was not trained in daily living skills; and
- e) the person has difficulty integrating socially in their community.

This frequently occurs if the rehabilitation and training took place over a long period and they were separated from their home and community during this time.

Successful Examples of Production Units

Though there are many failures, there have been some examples of success in production units that employ and train the disabled. Two examples are an umbrella factory in Ethiopia and a blue jeans factory in Brazil. They were both economic successes, but from a social point of view, they were somewhat less of a success, because the disabled were again segregated and not integrated into the normal workforce.

The production units that were successful had several common characteristics:

1. they were commercial enterprises that studied the market very well to find a product that was needed by the community;

2. they studied the production process to see how the disabled could produce the product;

3. they treated the production unit as a normal commercial factory and treated and expected the same normal discipline and output from the disabled workers as they would from non-disabled workers. If the person finished their training with good results, they were hired. If not, they were not hired. The disabled were also trained as managers and administrators. The employees received a normal salary and received bonuses for higher production as an incentive.

In short, these units were not protected workshops, but were normal production units run by the disabled.

Adaptation of Equipment and the Workplace

Photographs, slides and drawings were shown to the group which illustrated: several of the points mentioned earlier on the common problems and failures of vocational training, types of equipment that could be made or repaired quite easily in the community, types of productive activities that can be done by the disabled, examples of adapted equipment or workshops for the disabled, adapted agricultural tools, agricultural projects and activities, and examples of adaptations for the home.

Types/Range of Training and Production

Training and production for the disabled are all too frequently limited to sewing and artesanal activities. In truth, there are almost no limits to the economic activities that the physically disabled may carry out, with perhaps the exception of heavy manual labour. In addition it may be useful to consider integrated (disabled and non-disabled) production units instead of units exclusively for the disabled.

Examples of the types of economic activities that could be considered are: ceramics, small-scale industries (chalk, candles, soap, etc.), production of building materials (tiles, blocks, paving, drainage, etc.),

food preservation, metalwork, radio repair, office work, administration/management, health workers, teaching, and agricultural activities. (See Appendix 4 for a more complete list of possible activities.)

When considering the type of economic activity to undertake, it is extremely important to analyze the situation and assess the resources that are available as well as the needs of the community. In addition, it is important to consider the amount of training that is necessary for each skill. For example, to train a skilled carpenter that is able to produce and repair a variety of articles can take up to two years. But some activities can take a much shorter amount of time to learn such as the production of water containers which can be learned in approximately two to three weeks.

It is also important to remember that it is not just the skill that needs to be taught, but much effort must be made in teaching basic business skills that are necessary for running any production unit or cooperative.

Not only must the training of the disabled be addressed, but it is necessary to spend time and effort in training qualified trainers. The time needed to train trainers is longer because not only must they be well versed in the technical and business skills, but they must also learn how to teach well and communicate with their students. Having disabled people as trainers and teachers of the skill are preferable because they become an example or role model for the disabled people that they are teaching. An alternative is to take advantage of someone who already has the technical skills and to give them some added training in teaching the disabled and some of the problems they face.

Proposal for 10-Day Training Seminar

An outline of the seminar was presented to the group for their comments and suggestions. The following information was presented:

Objective of Seminar To develop training programmes and economic opportunities for the disabled in the community and to make the participants more aware of the potential and capacity of disabled people.

Proposed Programme:

1. Experiences in Other Countries

- presentations, videos, slides, group discussions.

2. Capacity/Potential of the Disabled

- how to increase and improve the activities and capacities of the disabled in the workplace and in the home.

- practical demonstration of equipment or aids that can be easily made.

- types of activities that could be done by the disabled.
- discussions

3. Evaluation of the Needs of the Community

- discussion on the resources that are available and skills that are needed in the community.
- how to do a systematic evaluation or survey.
- how to write a proposal for an income-generating production unit.

4. Training Needs

- discussion on the types of training that are needed for SEAS staff, trainers, and the disabled population.

5. Involving the Disabled

- presentations
- group discussions on how to include the physically disabled in the process of developing training programmes and increasing economic opportunities.

Proposed Participants:

SEAS staff from national office, SEAS staff from the provinces, and representatives of the disabled from each of the 17 SEAS centres.

Comments

The presentations prompted discussion and interest. All participants agreed that the seminar would be very useful and hoped that they would be able to participate in the seminar. The representative from Ex-Combatants was especially eager to have people from his department be included in the seminar.

They also agreed that it was very useful to have an opportunity to get together to discuss their work and how to support each other. They discussed having regular meetings in the future. They also stated that there was a need for sharing of information and cooperating together since the needs of the disabled do not fit into any one structure. The importance of the medical and vocational sides working together since both were essential for the rehabilitation of the disabled person was also discussed.

OUTLINE FOR TRAINING SEMINAR FOR S.E.A.S. STAFF 25 September - 6 October 1989

General Objective

The objective of the seminar is to develop training programmes and employment opportunities for the disabled through training in specific skills, education, establishing production units and job placement programmes.

This will be done by increasing awareness of SEAS staff of the potential of the disabled, and giving them information and practical skills on how to develop training and employment programmes for the disabled.

Basic Philosophy

The skills and abilities of disabled persons should be fully utilized and used to help their communities develop. The communities in turn should assist disabled people in their own development.

INTRODUCTION

Many vocational training projects for the disabled fail. It was felt that if the reasons were understood, it would be easier for those planning projects to avoid many of the problems and therefore have a greater chance of success.

The principal reason for the failure of vocational training projects is that instead of integrating the disabled into production or training, they are separated. In addition, the projects often:

1. do not take into consideration the abilities of the disabled; and
2. do not take into consideration the needs or the development of the community.

Even when these issues are considered, often the trained disabled person cannot take advantage of or apply their newly acquired skills because:

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This frequently occurs if the rehabilitation and training took place over a long period and they were separated from their home and community during this time.

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PROGRAMME

A. Experience of Other Countries (1 1/2days)

1. Case Studies, videos, presentations of experiences and projects in other countries and types of skills that can be taught to the disabled.

2. Group Work - discussion of pros and cons, reasons for failure, reasons for success, appropriateness in Angolan situation, report back to plenary.

B. Capabilities of the Disabled (2-3 days)

1. Easily made/appropriate aids and how they can increase the capabilities of the disabled at home and at work. Demonstration and make-it workshop. Show how disabled people can produce own aids in workshop.

2. Discussion on low-cost aid-making.

3. Range of skills for different motor disabilities and in particular, amputees, spinal injuries and polio.

4. Possible income-generating activities.

C. Evaluating Community Needs (2-3 days)

1. Discussion on what skills are needed and what resources are available.

2. How to do a local survey of needs and resources.

3. How to choose an income-generating activity.

4. How to write a proposal.

D. Training Needs (2 days)

1. Discussion of what types of training are necessary for trainers, middle-management and the disabled themselves.

2. Types of training available.

3. Introduction to training methodologies; techniques, communication, etc.

E. Involving Disabled People in the Process (2 days)

1. Presentations of case studies from disabled people's groups.

2. Discussion on the importance of involving the disabled and how it could be done.

SCHEDULE

Introductory Day for High-Level Participants (to be confirmed)

Note: Notes, papers and study material will be assembled and distributed to the participants before the seminar begins.

Day 1 (Monday 25 September):

A.M. Formal Opening
Presentation of the Situation in Angola

P.M. Experience in Other Countries - case studies

Day 2 (Tuesday 26 September):

A.M. Experience in Other Countries - case studies (continued)

P.M. Discussion

Day 3 (Wednesday 27 September):

A.M. Capabilities - Practical Workshop on Production of Aids

P.M. Capabilities - Practical Workshop on Production of Aids
(continued)

Day 4 (Thursday 28 September):

A.M. Capabilities - Practical Workshop on Production of Aids
(continued)

P.M. Capabilities - Practical Workshop on Production of Aids
(continued)

Day 5 (Friday 29 September):

A.M. Discussion of Low-cost Aids
Adaptation of the Job and Workplace

P.M. Range of Skills of the Disabled
Possible Economic Activities and Resources Necessary

Day 6 (Monday 2 October):

A.M. Evaluating Skills, Resources and Needs in the Community
(Introductory Survey)
How to Choose Income-Generating Activities

P.M. How to Write a Proposal

Day 7 (Tuesday 3 October):

A.M. Training Needs, Training Available;

P.M. Teaching Methodologies

Day 8 (Wednesday 4 October):

A.M. Involving Disabled People in the Process - examples and
case studies.

P.M. Discussion

Day 9 (Thursday 5 October):

A.M. How to Increase Awareness in Community
Summary of Seminar (summary of group discussions)

P.M. Summary of Seminar (summary of group discussions)

Day 10 (Friday 6 October):

A.M. Conclusions
Evaluation of Seminar

P.M. Formal Closing

Note: This timetable may have to be adjusted to take into consideration the schedules and the amount of time available to the guest speakers.

A written version of the seminar summary will be printed and sent to the participants within 3 weeks of the end of the seminar.

POSSIBLE GUEST SPEAKERS AND LEADERS

Case Studies:

David Werner - Project Projimo, Mexico

Ralph Hotchkiss - Wheelchair Production, Ex-combatants,
Nicaragua

Chris Underhill - ADD

Peter Lee - agricultural projects, Zimbabwe

Murray Culshaw - vocational rehabilitation,

Pam Zinkin -

Practical Workshop of Production of Aids

Kennett Westmacott

Range of Skills of the Disabled

Pam Zinkin

Possible Economic Activities and Resources Necessary

Evaluating Skills, Resources and Needs in the Community

How to Choose Income-Generating Activities

How to Write a Proposal

Training Needs

Training Available

Teaching Methodologies

Involving Disabled People in the Process

Ralph Hotchkiss

Representative from Disabled Persons Organization

Group Leaders

Allan Cain

Pam Zinkin

Felisbela Espírito Santo

Marcelino Alexandre

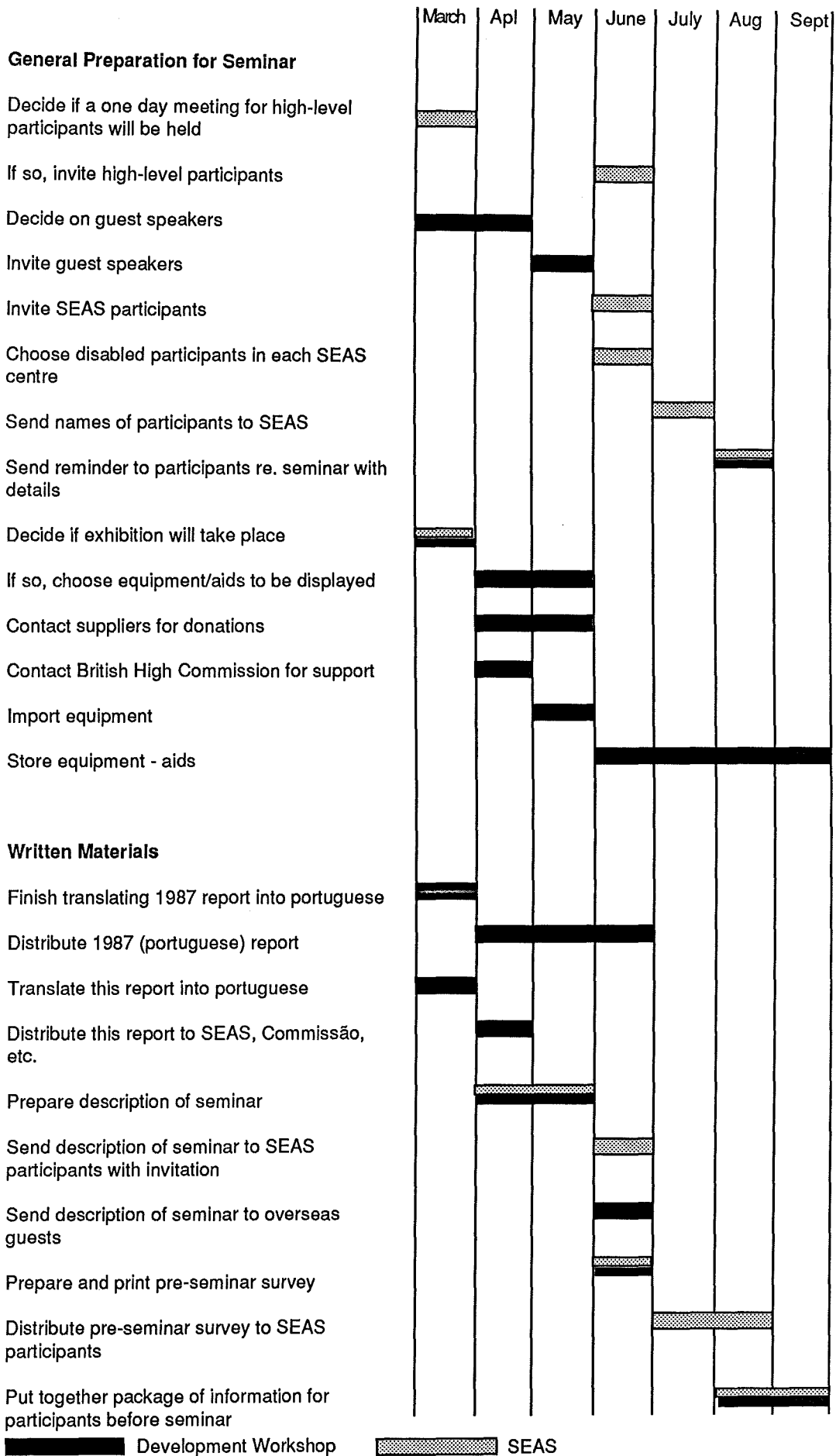
C. ACTION PLAN

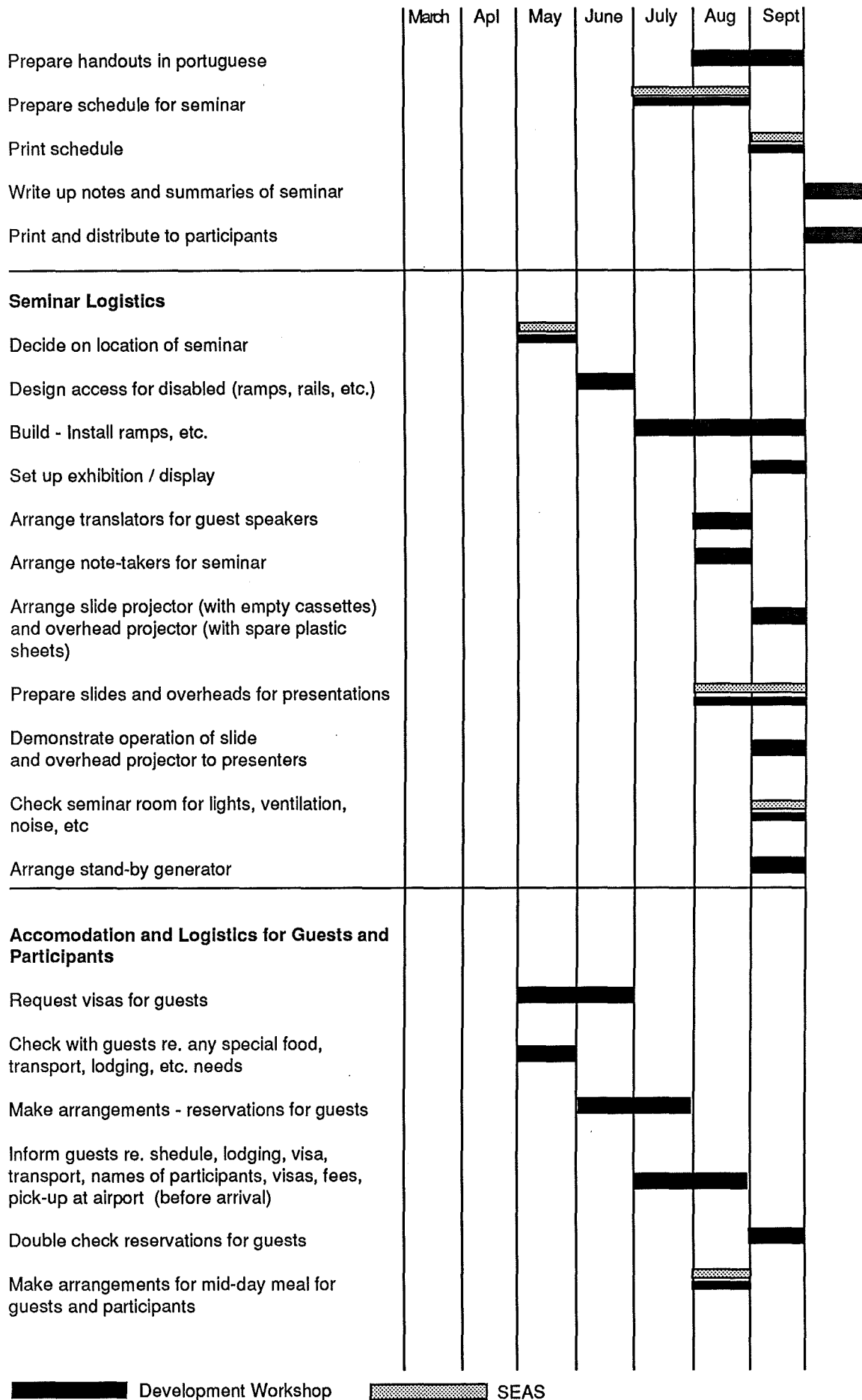
Action	Timing	Responsibility
General Preparation for Seminar		
Decide if a one day meeting for high-level participants will be held	March	SEAS
If so, invite high-level participants	June	SEAS
Decide on guest speakers	March-Apr	DW
Invite guest speakers	May	DW
Invite SEAS participants	June	SEAS
Choose disabled participants in each SEAS centre	June	SEAS
Send names of participants to SEAS	July	SEAS
Send reminder to participants re. seminar with details	August	SEAS-DW
Decide if exhibition will take place	March	SEAS-DW
If so, choose equipment/aids to be displayed	Apr-May	DW
Contact suppliers for donations	Apr-May	DW
Contact British High Commission for support	April	DW
Import equipment	May	DW
Store equipment - aids	June-Sept	DW

Action	Timing	Responsibility
Written Materials		
Finish translating 1987 report into portuguese	March	DW
Distribute 1987 (portuguese) report	Apl-June	DW
Translate this report into portuguese	March	DW
Distribute this report to SEAS, Comissão,	April	DW
Prepare description of seminar	Apl-May	DW-SEAS
Send description of seminar to SEAS participants with invitation	June	SEAS
Send description of seminar to overseas guests	June	DW
Prepare and print pre-seminar survey	June	SEAS-DW
Distribute pre-seminar survey to SEAS participants	July-Aug	SEAS
Put together package of information for participants before seminar	Aug-Sept	SEAS-DW
Prepare handouts in portuguese	Aug-Sept	DW
Prepare schedule for seminar	July-Aug	DW-SEAS
Print schedule	Sept	DW-SEAS
Write up notes and summaries of seminar	October	DW
Print and distribute to participants	October	SEAS

Action	Timing	Responsibility
Seminar Logistics		
Decide on location of seminar	May	DW-SEAS
Design access for disabled (ramps, rails, etc.)	June	DW
Build - Install ramps, etc.	July-Sept	DW
Set up exhibition / display	Sept	DW-SEAS
Arrange translators for guest speakers	August	DW
Arrange note-takers for seminar	August	DW
Arrange slide projector (with empty cassettes)	Sept	DW
Arrange overhead projector (with spare plastic sheets)	Sept	DW
Prepare slides and overheads for presentations	Aug-Sept	DW-SEAS
Demonstrate operation of slide and overhead projector to presenters	Sept	DW
Check seminar room for lights, ventilation, noise, etc.	Sept	DW-SEAS
Arrange for stand-by generator	Sept	DW
Accommodation and Logistics for Guests and Participants		
Request visas for guests	May-June	DW
Check with guests re. any special food, transport, lodging, etc. needs	May	DW
Make arrangements - reservations for guests	June-July	DW
Inform guests re. schedule, lodging, visa, transport, names of participants, visas, fees, pick-up at airport (before arrival)	July-Aug	DW

Action	Timing	Responsibility
Double check reservations for guests	Sept	DW
Make arrangements for mid-day meal for guests and participants	August	DW-SEAS
Make accomodation arrangements / reservations for SEAS participants	July-Aug	SEAS
Inform SEAS participants on lodging-food-transport arrangements	August	SEAS
Double check accomodation arrangements for SEAS	Sept	SEAS
Make arrangements for transport for guests	Sept	DW
Make arrangements for transport for SEAS participants	Sept	SEAS
Pick up guests at airport (english speaker)	Sept	DW
Pick up SEAS participants at airport	Sept	SEAS





	March	Apl	May	June	July	Aug	Sept
Make accomodation arrangements / reservations for SEAS participants							
Inform SEAS participants on lodging-food-transport arrangements							
Double check accomodation arrangements for SEAS participants							
Make arrangements for transport for guests							
Make arrangements for transport for SEAS participants							
Pick up guests at airport (english speaker)							
Pick up SEAS participants at airport							



Development Workshop



SEAS

APPENDICES

- Appendix 1: List of Meetings and Participants
- Appendix 2: List of Participants of 12 January Meeting
- Appendix 3: Statistics of Angolan Disabled
- Appendix 4: Possible Income-Generating Activities
- Appendix 5: Introductory Community Survey
- Appendix 6: How to Choose an Income-Generating Activity
- Appendix 7: How to Write a Project Proposal
- Appendix 8: Reasons for Success and Failure of Income-Generating Projects
- Appendix 9: Pre-Seminar Questionnaire
- Appendix 10: Diploma Course for Teachers and Planners of Community-Based Rehabilitation in Developing Countries

LIST OF MEETINGS AND PARTICIPANTS

Date	Names of Participants	Structure
Tuesday 3 January 89	Felisbela Espirito Santo Pam Zinkin Anne Beamish Allan Cain	SEAS - Dept. Elderly and Disabled Development Workshop Development Workshop Development Workshop
Wednesday 4 January 89	Felisbela Espirito Santo Maria Emilia Manuel Pam Zinkin Anne Beamish	SEAS - Dept. Elderly and Disabled SEAS - Dept. Elderly and Disabled Development Workshop Development Workshop
Friday 6 January 89	Maria de Jesus Corina Jardim Felisbela Espirito Santo Maria Emilia Manuel Pam Zinkin Anne Beamish Allan Cain	National Commission of Vocational Training - Ministry of Labour SEAS - Dept. Elderly and Disabled SEAS - Dept. Elderly and Disabled Development Workshop Development Workshop Development Workshop
Wednesday 11 January 89	Felisbela Espirito Santo Pam Zinkin Anne Beamish	SEAS - Dept. Elderly and Disabled Development Workshop Development Workshop
Thursday 12 January 89	Felisbela Espirito Santo Maria Emilia Manuel Pam Zinkin Anne Beamish Allan Cain	SEAS - Dept. Elderly and Disabled SEAS - Dept. Elderly and Disabled Development Workshop Development Workshop Development Workshop

PARTICIPANTS OF MEETING THURSDAY, 12 JANUARY 1989

Felisbela Espírito Santo - Dept^o de Atendimento a Terceiro Idade e Diminuidos Físicos- SEAS

Maria Emília Manuel - Dept^o de Atendimento 'a Terceiro Idade e Diminuidos Físicos - SEAS

Isabel Guerra D'Almeida - Gabinete Técnica de Diminuidos Físicos- SEAS

Maria de Jesus Corina Jardim - Director do Projecto de Reabilitação Profissional - Comissão Nacional de Reabilitação Profissional - MINTRAB

Marta da Caceição Lopes - Centro de Medicina Física e de Reabilitação

Sucília de F.A. Duajas Martins - C.M.F.R. - Ministério de Saúde

Augure da Silva - Director Admin. C.M.F.R. - Ministério de Saúde

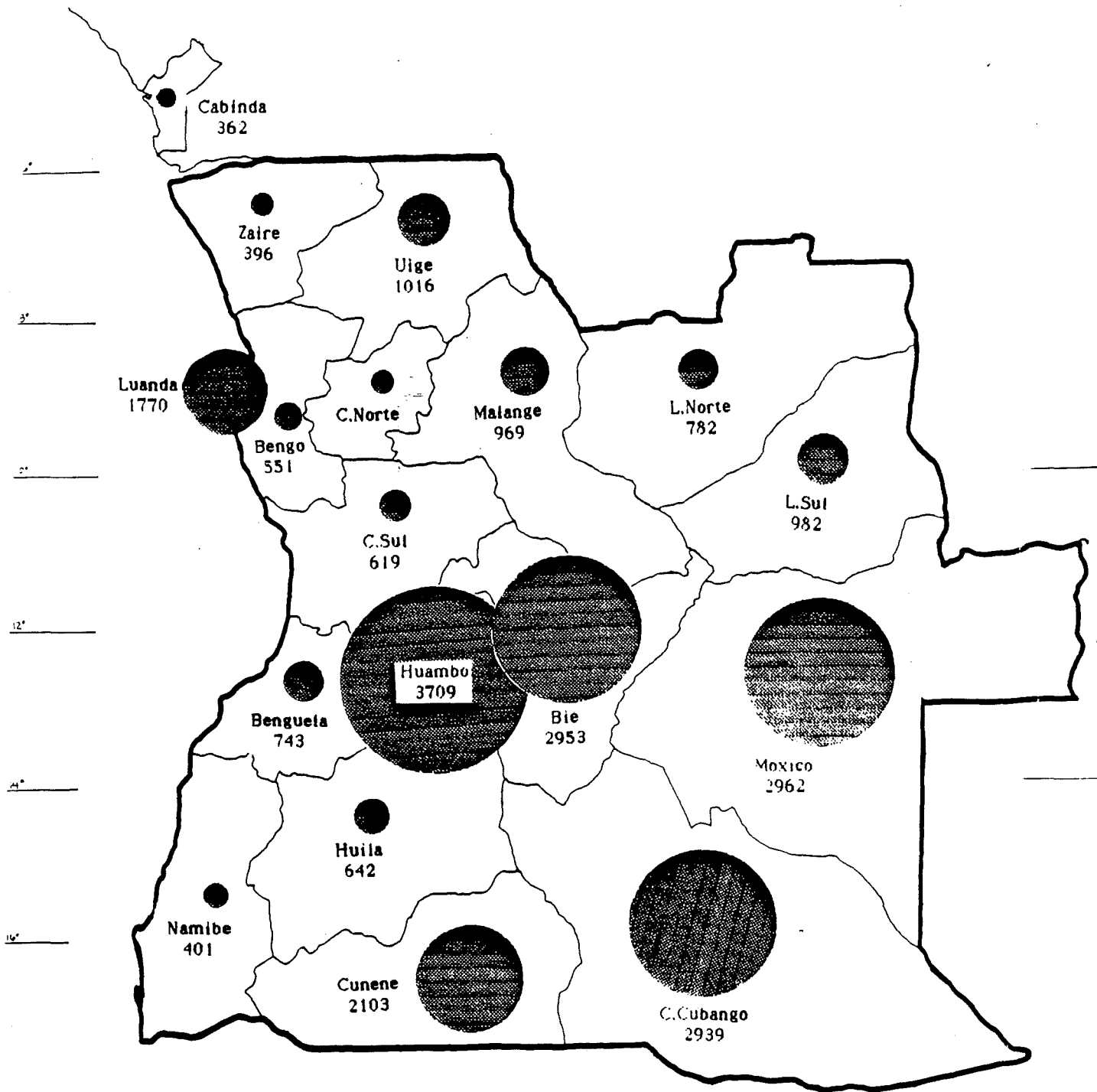
Geraldo Vicente Junior - Director de Plano de Antigos Combatantes

Olinda Jorela de Matos - Chefe do Departamento Nacional do Ensino Especial - Ministério de Educação

Pamela Zinkin - Development Workshop

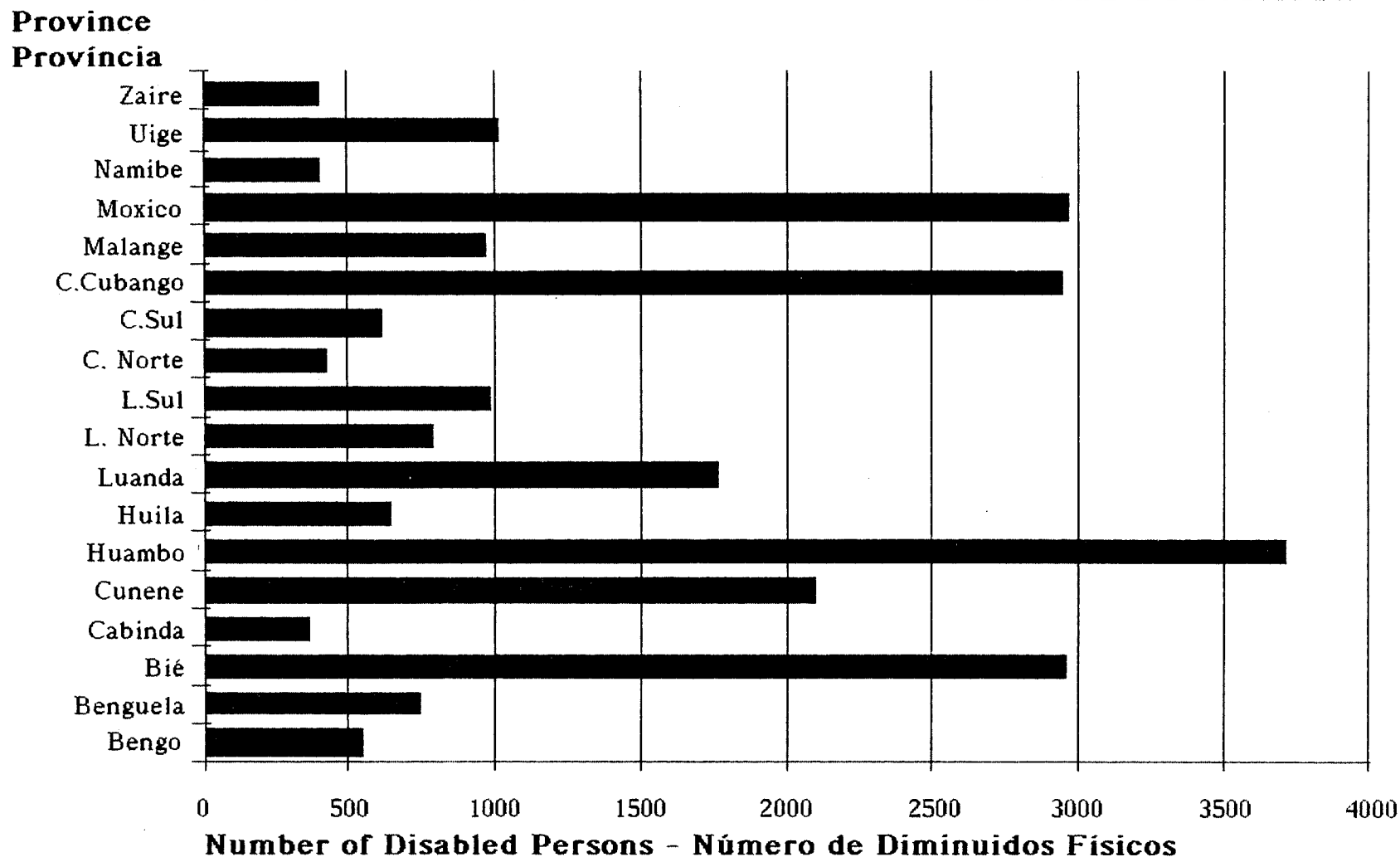
Anne Beamish - Development Workshop

Allan Cain - Development Workshop



Number and Location of Registered Disabled

1988
Number of Registered Disabled in each Province
Número de Diminuidos Físicos em cada Província



Total Number: 24,318

Note: These figures represent the disabled who are registered with government centres. It is estimated that the actual number of disabled in Angola is at least 3 to 4 times this number.

These figures also do not include children under 16 or adults over 45 years of age.

**CENTROS DE PRODUÇÃO PROTEGIDOS DE S.E.A.S.
S.E.A.S. SHELTERED PRODUCTION CENTRES
1988**

Província	No. de Unidades	No. of Utentes	No. de D.F.	% nos Centros	Tipo de Produção
Province	No. of Units	No. of Users in Centres	No. Disabled in Province	% in Centres	Type of Production
Bengo	0	0	551	0%	- -
Benguela	2	102	743	14%	Costura; Rendas; Artesanato em Fibras Sewing; Lace; Handicraft in Fibres
Bié	1	74	2954	3%	Artesanato em Ráfia, Bambu, Sisal; Alfaiataria Handicrafts in Raffia, Bamboo, Sisal; Tailoring
Cabinda	0	0	362	0%	- -
C. Norte	1	34	419	8%	Alfaiataria; Sapataria; Artesanato em Fibras Tailoring; Shoemaking; Fibre Handicrafts
C. Sul	1	48	619	8%	Artesanato em Fibras / Fibre Handicrafts
C. Cubango	0	0	2939	0%	- -
Cunene	1	19	2103	1%	Alfaiataria / Tailoring
Huambo	1	81	3709	2%	Artesanato / Handicrafts
Huíla	0	0	642	0%	- -
Luanda	2	115	1770	6%	Alfaiataria; Rendas; Artesanato em Sisal Tailoring; Lace; Sisal Handicrafts
L. Norte	3	36	782	5%	Artesanato de Junco; Sapataria; Alfaiataria Rattan Handicrafts; Shoemaking; Tailoring
L. Sul	1	148	982	15%	Artesanato em Junco / Rattan Handicrafts
Malange	1	16	969	2%	Artesanato / Handicrafts
Moxico	1	40	2962	1%	Artesanato / Handicrafts
Namibe	0	0	401	0%	- -
Uíge	1	24	1016	2%	Alfaiataria / Tailoring
Zaire	1	25	396	6%	-
TOTAL:	17	762	24319	3%	

Quantity - Quantidade

NIVEL DE EDUCACAO - 1988
LEVEL OF EDUCATION

Percentagem - Percentage

Província Province	Quantidade Quantity	Analfab. Illiterate	1o Nível 1st Level	2o Nível 2nd Level	3o Nível 3rd Level
Bengo	5 5 1	272	191	73	15
Benguela	7 4 3	369	297	71	6
Bié	2 9 5 3	1622	977	287	67
Cabinda	3 6 2	152	103	67	40
Cunene	2 1 0 3	999	920	140	44
Huambo	3 7 0 9	1447	1186	836	240
Huila	6 4 2	309	216	92	25
Luanda	1 7 7 0	783	619	253	115
L. Norte	7 8 2	227	346	158	51
L.Sul	9 8 2	409	317	212	44
C. Norte	4 1 9	105	150	93	71
C.Sul	6 1 9	219	201	136	63
C.Cubango	2 9 3 9	1028	1193	695	23
Malange	9 6 9	489	274	163	43
Moxico	2 9 6 2	1414	1230	292	26
Namibe	4 0 1	215	96	78	12
Uige	1 0 1 6	348	466	183	19
Zaire	3 9 6	116	159	98	23
TOTAL	24 3 1 8	10 5 2 3	8 9 4 1	3 9 2 7	9 2 7

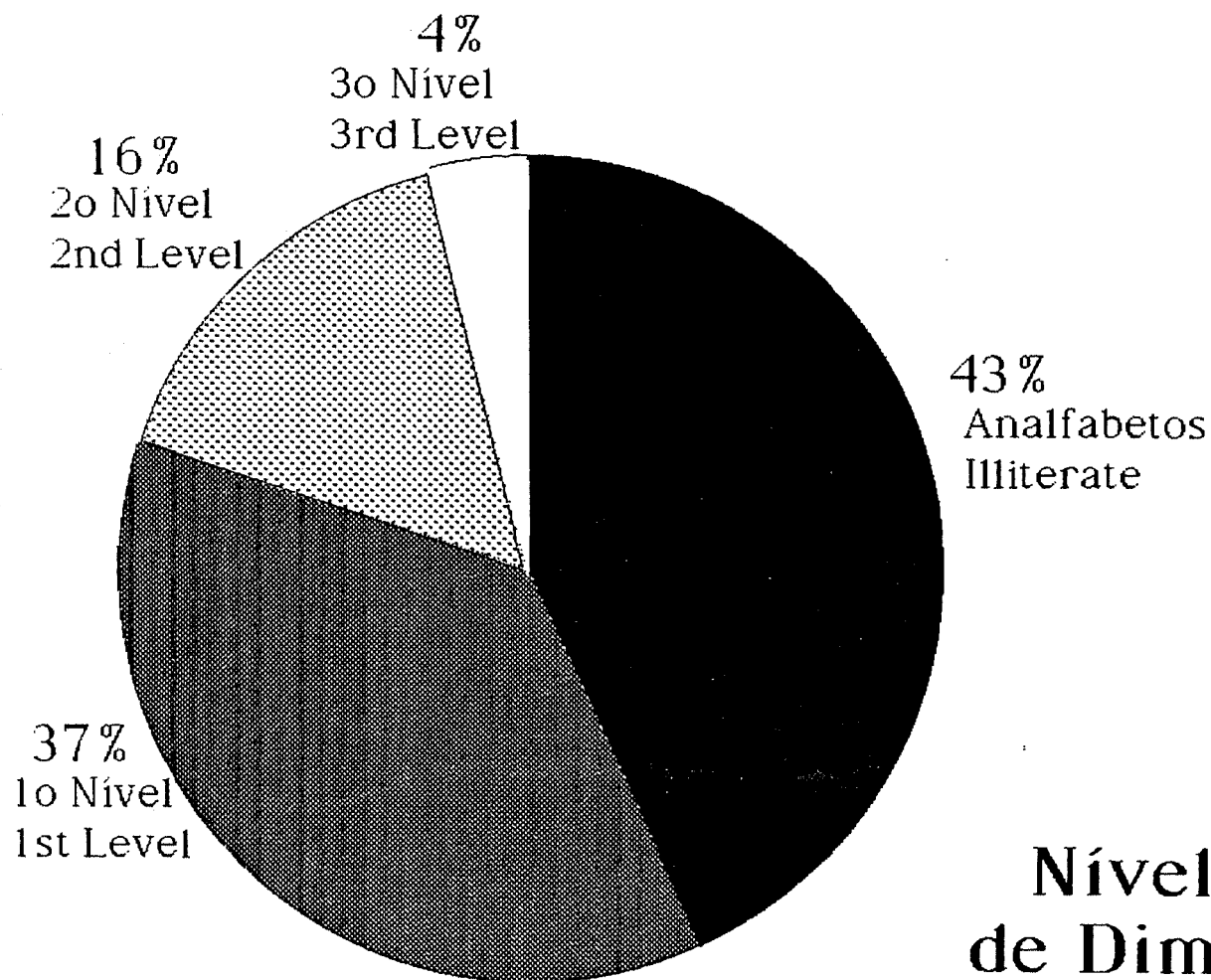
Província Province	Quantidade Quantity	Analfab. Illiterate	1o Nível 1st Level	2o Nível 2nd Level	3o Nível 3rd Level
Bengo	5 5 1	49%	35%	13%	3%
Benguela	7 4 3	50%	40%	10%	1%
Bié	2 9 5 3	55%	33%	10%	2%
Cabinda	3 6 2	42%	28%	19%	11%
Cunene	2 1 0 3	48%	44%	7%	2%
Huambo	3 7 0 9	39%	32%	23%	6%
Huila	6 4 2	48%	34%	14%	4%
Luanda	1 7 7 0	44%	35%	14%	6%
L. Norte	7 8 2	29%	44%	20%	7%
L.Sul	9 8 2	42%	32%	22%	4%
C. Norte	4 1 9	25%	36%	22%	17%
C.Sul	6 1 9	35%	32%	22%	10%
C.Cubango	2 9 3 9	35%	41%	24%	1%
Malange	9 6 9	50%	28%	17%	4%
Moxico	2 9 6 2	48%	42%	10%	1%
Namibe	4 0 1	54%	24%	19%	3%
Uige	1 0 1 6	34%	46%	18%	2%
Zaire	3 9 6	29%	40%	25%	6%
TOTAL	24 3 1 8	4 3 %	3 7 %	1 6 %	4 %

*NOTE:

These figures represent the disabled who are registered at various gov'n't centres. It is estimated that the actual number of disabled in Angola is at least three to four times the number shown here.

These figures also do not include children under 16 or those over 45 years of age.

Statistics: Ministério de Trabalho, Segurança Social, Angola
Charts/Graphs: Anne Beamish - Development Workshop 1989



1988
 Nível de Educação
 de Diminuidos Físicos

Level of Education
 of Angolan Disabled

Statistics: Ministério de Trabalho, Segurança Social, Angola
 Charts/Graphs: Anne Beamish - Development Workshop 1989

IDADE DE DIMINUIDOS FISICOS - 1988

Quantidade - Quantity

AGE OF DISABLED

Percentagem - Percentage

Província	Quantidade	16-20	21-25	26-30	31-35	36-40	41-45
Province	Quantity						

Bengo	5 5 1	89	101	176	97	78	10
Benguela	7 4 3	117	168	193	128	97	40
Bié	2 9 5 3	916	996	490	439	22	90
Cabinda	3 6 2	58	61	99	76	48	20
Cunene	2 1 0 3	96	629	266	879	133	100
Huambo	3 7 0 9	498	902	1029	838	278	164
Huíla	6 4 2	169	191	98	69	55	60
Luanda	1 7 7 0	198	799	264	269	199	41
L. Norte	7 8 2	153	185	166	152	95	31
L.Sul	9 8 2	146	292	198	162	99	85
C. Norte	4 1 9	68	92	83	72	63	41
C.Sul	6 1 9	147	191	98	88	66	29
C.Cubango	2 9 3 9	949	689	467	492	288	54
Malange	9 6 9	151	242	298	152	98	28
Moxico	2 9 6 2	702	563	987	449	163	98
Namibe	4 0 1	88	97	71	58	56	31
Uíge	1 0 1 6	223	282	262	137	106	6
Zaire	3 9 6	66	82	71	69	68	40
TOTAL	24 3 1 8	4 8 3 4	6 5 6 2	5 3 1 6	4 6 2 6	2 0 1 2	9 6 8

Província	Quantidade	16-20	21-25	26-30	31-35	36-40	41-45
Province	Quantity						

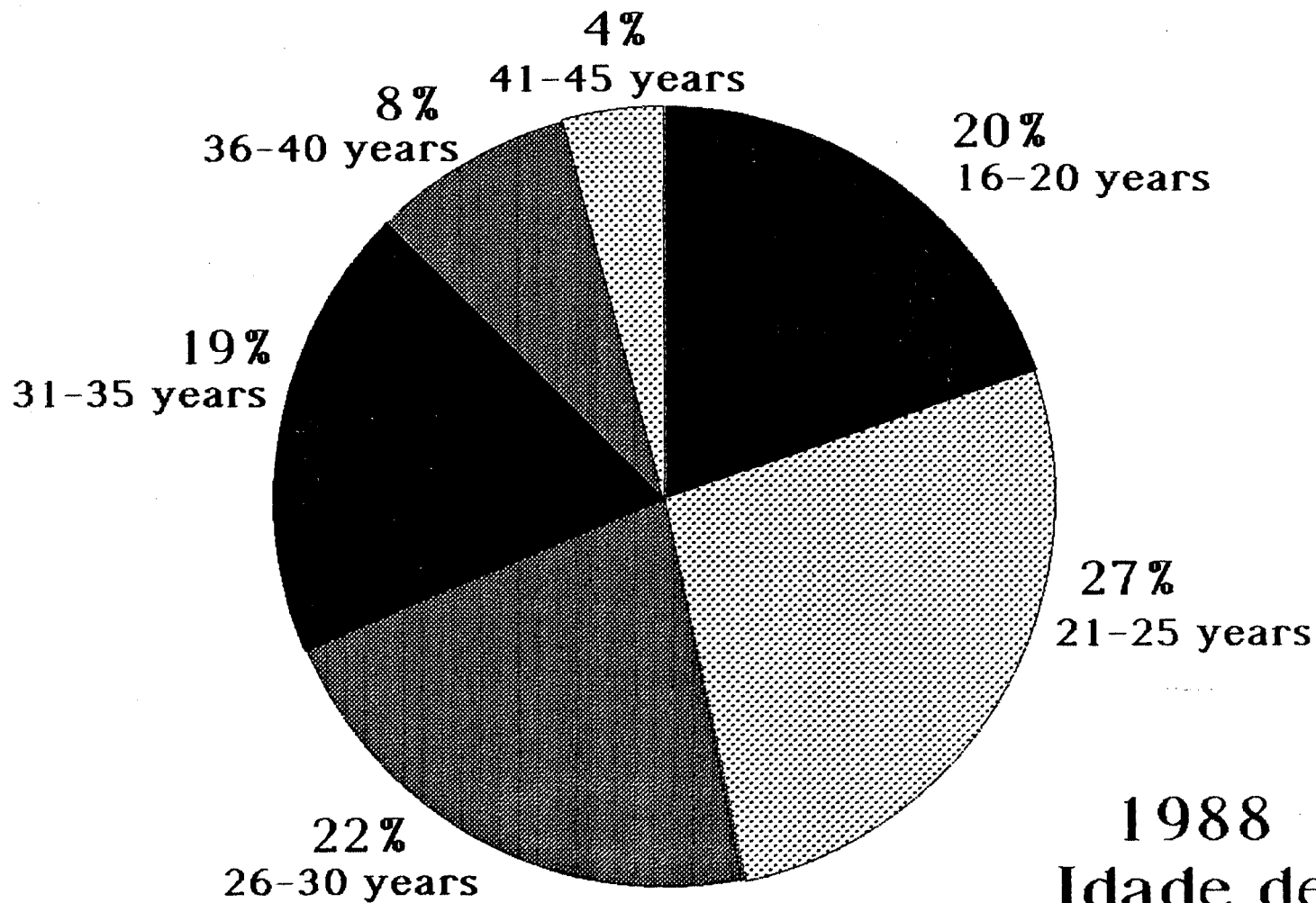
Bengo	5 5 1	16%	18%	32%	18%	14%	2%
Benguela	7 4 3	16%	23%	26%	17%	13%	5%
Bié	2 9 5 3	31%	34%	17%	15%	1%	3%
Cabinda	3 6 2	16%	17%	27%	21%	13%	6%
Cunene	2 1 0 3	5%	30%	13%	42%	6%	5%
Huambo	3 7 0 9	13%	24%	28%	23%	7%	4%
Huíla	6 4 2	26%	30%	15%	11%	9%	9%
Luanda	1 7 7 0	11%	45%	15%	15%	11%	2%
L. Norte	7 8 2	20%	24%	21%	19%	12%	4%
L.Sul	9 8 2	15%	30%	20%	16%	10%	9%
C. Norte	4 1 9	16%	22%	20%	17%	15%	10%
C.Sul	6 1 9	24%	31%	16%	14%	11%	5%
C.Cubango	2 9 3 9	32%	23%	16%	17%	10%	2%
Malange	9 6 9	16%	25%	31%	16%	10%	3%
Moxico	2 9 6 2	24%	19%	33%	15%	6%	3%
Namibe	4 0 1	22%	24%	18%	14%	14%	8%
Uíge	1 0 1 6	22%	28%	26%	13%	10%	1%
Zaire	3 9 6	17%	21%	18%	17%	17%	10%
TOTAL	24 3 1 8	20%	27%	22%	19%	8%	4%

*Note:

These figures represent the disabled who are registered with various government centres. It is estimated that the actual number of disabled in Angola is at least three to four times the number shown here.

These figures also do not include children under 16 or adults over 45 years of age.

Statistics: Ministério de Trabalho, Segurança Social, Angola
Charts/Graphs: Anne Beamish - Development Workshop 1989



1988
 Idade de
 Diminuidos Físicos

Age of Angolan Disabled

Statistics: Ministério de Trabalho, Segurança Social, Angola
 Charts/Graphs: Anne Beamish - Development Workshop 1989

PROFISSAO DE DIMINUIDOS FISICOS - 1988
OCCUPATION OF DISABLED
QUANTIDADE - QUANTITY

Provincias	Quantidade	Campo	O.N.Q.	Motorist	Mêcânico	Electric.	Sapateiro	Alfaiate	Relojoei.	Carpint.	Marcen.	Estudant	Serviço
Province	Quantity	Peasant	Unskilled labour	Driver	Mechanic	Electrician	Shoe Maker	Tailor	Watch	Carpenter	Cabinet Maker	Student	Govn't Service
Bengo	5 5 1	54	103	78	46	7	28	26	9	19	16	99	66
Benguela	7 4 3	112	151	43	62	16	29	32	9	28	31	94	136
Bié	2 9 5 3	563	562	196	109	87	92	76	76	84	92	327	689
Cabinda	3 6 2	49	79	32	26	29	19	12	9	6	17	31	53
Cunene	2 1 0 3	235	498	166	61	39	96	143	46	102	99	132	486
Huambo	3 7 0 9	396	499	146	191	66	59	151	61	92	87	1079	882
Huila	6 4 2	56	94	61	56	43	49	49	21	57	56	36	64
Luanda	1 7 7 0	298	497	101	96	52	36	46	19	71	69	119	366
L. Norte	7 8 2	126	291	81	67	22	63	19	9	20	7	31	46
L.Sul	9 8 2	117	283	63	28	18	19	39	14	10	8	196	187
C. Norte	4 1 9	97	127	25	29	6	4	11	33	12	5	21	49
C.Sul	6 1 9	74	236	16	25	9	12	13	19	20	9	87	99
C.Cubango	2 9 3 9	681	476	104	234	246	98	49	36	9	38	99	869
Malange	9 6 9	283	238	11	6	68	39	31	65	11	15	63	139
Moxico	2 9 6 2	375	966	59	13	219	75	133	28	21	48	573	452
Namibe	4 0 1	98	121	7	17	4	23	6	16	12	6	21	70
Uige	1 0 1 6	296	328	2	6	32	68	18	16	16	11	62	161
Zaire	3 9 6	76	89	48	29	19	7	9	11	6	5	39	58
TOTAL	24 3 1 8	3 9 8 6	5 6 3 8	1 2 3 9	1 1 0 1	9 8 2	8 1 6	8 6 3	4 9 7	5 9 6	6 1 9	3 1 0 9	4 8 7 2

Note: These figures represent the disabled who are registered at various government centres.
It is estimated that the actual number of disabled in Angola is at least three to four times the numbers shown here.
These figures also do not include children under 16 or adults over 45 years of age.

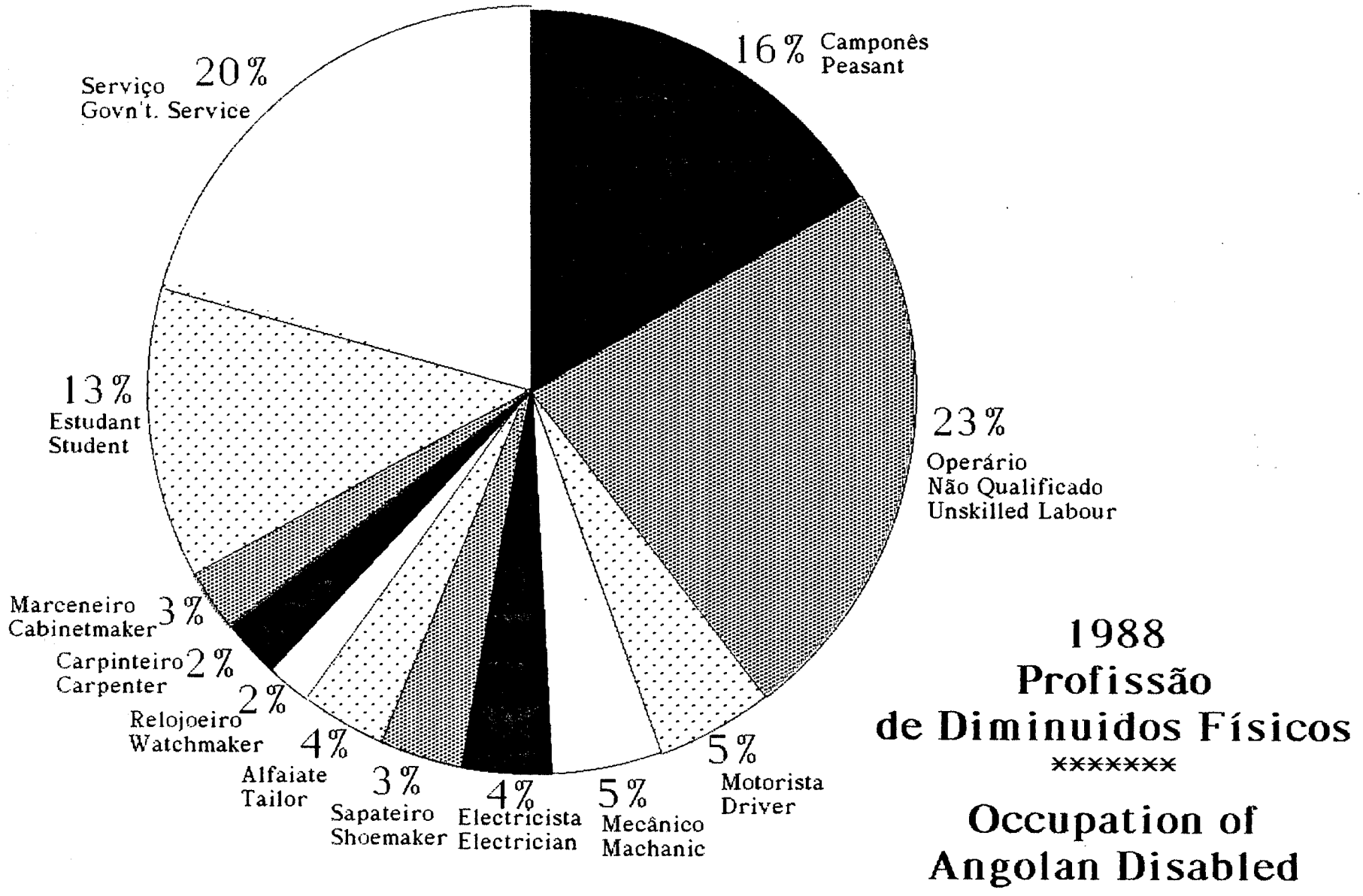
Statistics: Ministério de Trabalho, Segurança Social, Angola
Charts/Graphs: Anne Beamish, Development Workshop 1989

PROFISSAO DE DIMINUIDOS FISICOS - 1988
OCCUPATION OF DISABLED
PERCENTAGEM - PERCENTAGE

Províncias	Quantidade	Campo.	O.N.Q.	Motorist.	Mêcânico	Electric.	Sapateiro	Alfaiate	Relojoei.	Carpint.	Marcen.	Estudent	Serviço
Province	Quantity	Peasant	Unskilled labour	Driver	Mechanic	Electrician	Shoe Maker	Tailor	Watch	Carpenter	Cabinet Maker	Student	Gov'n't Service
Bengo	5 5 1	10%	19%	14%	8%	1%	5%	5%	2%	3%	3%	18%	12%
Benguela	7 4 3	15%	20%	6%	8%	2%	4%	4%	1%	4%	4%	13%	18%
Bié	2 9 5 3	19%	19%	7%	4%	3%	3%	3%	3%	3%	3%	11%	23%
Cabinda	3 6 2	14%	22%	9%	7%	8%	5%	3%	2%	2%	5%	9%	15%
Cunene	2 1 0 3	11%	24%	8%	3%	2%	5%	7%	2%	5%	5%	6%	23%
Huambo	3 7 0 9	11%	13%	4%	5%	2%	2%	4%	2%	2%	2%	29%	24%
Huila	6 4 2	9%	15%	10%	9%	7%	8%	8%	3%	9%	9%	6%	10%
Luanda	1 7 7 0	17%	28%	6%	5%	3%	2%	3%	1%	4%	4%	7%	21%
L. Norte	7 8 2	16%	37%	10%	9%	3%	8%	2%	1%	3%	1%	4%	6%
L.Sul	9 8 2	12%	29%	6%	3%	2%	2%	4%	1%	1%	1%	20%	19%
C. Norte	4 1 9	23%	30%	6%	7%	1%	1%	3%	8%	3%	1%	5%	12%
C.Sul	6 1 9	12%	38%	3%	4%	1%	2%	2%	3%	3%	1%	14%	16%
C.Cubango	2 9 3 9	23%	16%	4%	8%	8%	3%	2%	1%	0%	1%	3%	30%
Malange	9 6 9	29%	25%	1%	1%	7%	4%	3%	7%	1%	2%	7%	14%
Moxico	2 9 6 2	13%	33%	2%	0%	7%	3%	4%	1%	1%	2%	19%	15%
Namibe	4 0 1	24%	30%	2%	4%	1%	6%	1%	4%	3%	1%	5%	17%
Uige	1 0 1 6	29%	32%	0%	1%	3%	7%	2%	2%	2%	1%	6%	16%
Zaire	3 9 6	19%	22%	12%	7%	5%	2%	2%	3%	2%	1%	10%	15%
TOTAL	2 4 3 1 8	16%	23%	5%	5%	4%	3%	4%	2%	2%	3%	13%	20%

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Charts/Graphs: Anne Beamish, Development Workshop 1989



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INCAPACIDADE DE DIMINUIDOS FISICOS - 1988

TYPE OF PHYSICAL DISABILITY

QUANTIDADE - QUANTITY

Províncias	Quantidade	S.A.M.S.d	S.A.M.S.e	B.A.M.S.	S.A.M.I.d	S.A.M.I.e	B.A.B.I.	Mudo	Surdo	S.Cego	B.Cego	Par.M.S.d	Par.M.S.e	Par.M.I.d	Par.M.I.e	Par.T.M.s	Par.T.M.i
Province	Quantity	Amputee r. arm	Amputee l. arm	Amputee 2 arms	Amputee r. leg	Amputee l. leg	Amputee 2 legs	Mute	Deaf	Blind 1 eye	Total Blind	Paralys. r. arm	Paralys. l. arm	Paralys. r. leg	Paralys. l. leg	Paralys. arms	Paralys. legs
Bengo	558	87	58	16	101	162	34	2	2	31	4	18	3	24	5	3	8
Benguela	743	31	32	21	99	206	94	6	8	61	26	23	14	64	31	6	21
Bié	2953	265	194	66	669	956	145	46	132	262	19	25	25	36	29	15	69
Cabinda	362	28	21	24	39	48	9	3	12	35	7	29	15	29	26	1	36
Cunene	2103	154	98	88	629	406	169	69	31	213	19	65	11	19	22	11	99
Huambo	3709	153	64	23	987	1613	645	31	12	67	14	3	2	12	21	8	54
Huíla	642	36	29	33	101	182	43	6	21	34	23	46	11	13	19	9	36
Luanda	1770	150	96	60	263	496	163	97	36	79	26	29	42	64	39	11	119
L. Norte	782	53	32	62	48	64	23	11	41	94	39	24	71	51	73	12	84
L.Sul	982	82	48	42	63	169	31	9	35	137	73	31	47	39	63	14	99
C. Norte	419	21	29	22	9	63	19	3	4	61	8	43	19	22	36	12	48
C.Sul	619	53	62	15	118	154	37	3	6	46	4	11	9	12	49	16	24
C.Cubango	2939	226	346	62	656	896	119	40	55	166	69	19	33	34	22	27	169
Malange	969	64	126	36	126	239	22	58	49	89	41	12	12	8	51	13	23
Moxico	2962	106	159	96	714	706	339	67	103	285	106	28	66	32	87	12	56
Namibe	401	52	45	39	13	98	27	6	9	62	19	3	3	6	3	4	12
Uíge	1009	171	163	16	273	119	31	16	10	125	14	6	7	12	18	12	16
Zaire	396	31	69	9	49	118	37	24	3	16	5	4	8	3	4	3	13
TOTAL	24318	1763	1671	730	4957	6695	1987	497	569	1863	516	419	398	480	598	189	986

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INCAPACIDADE DE DIMINUIDOS FISICOS - 1988

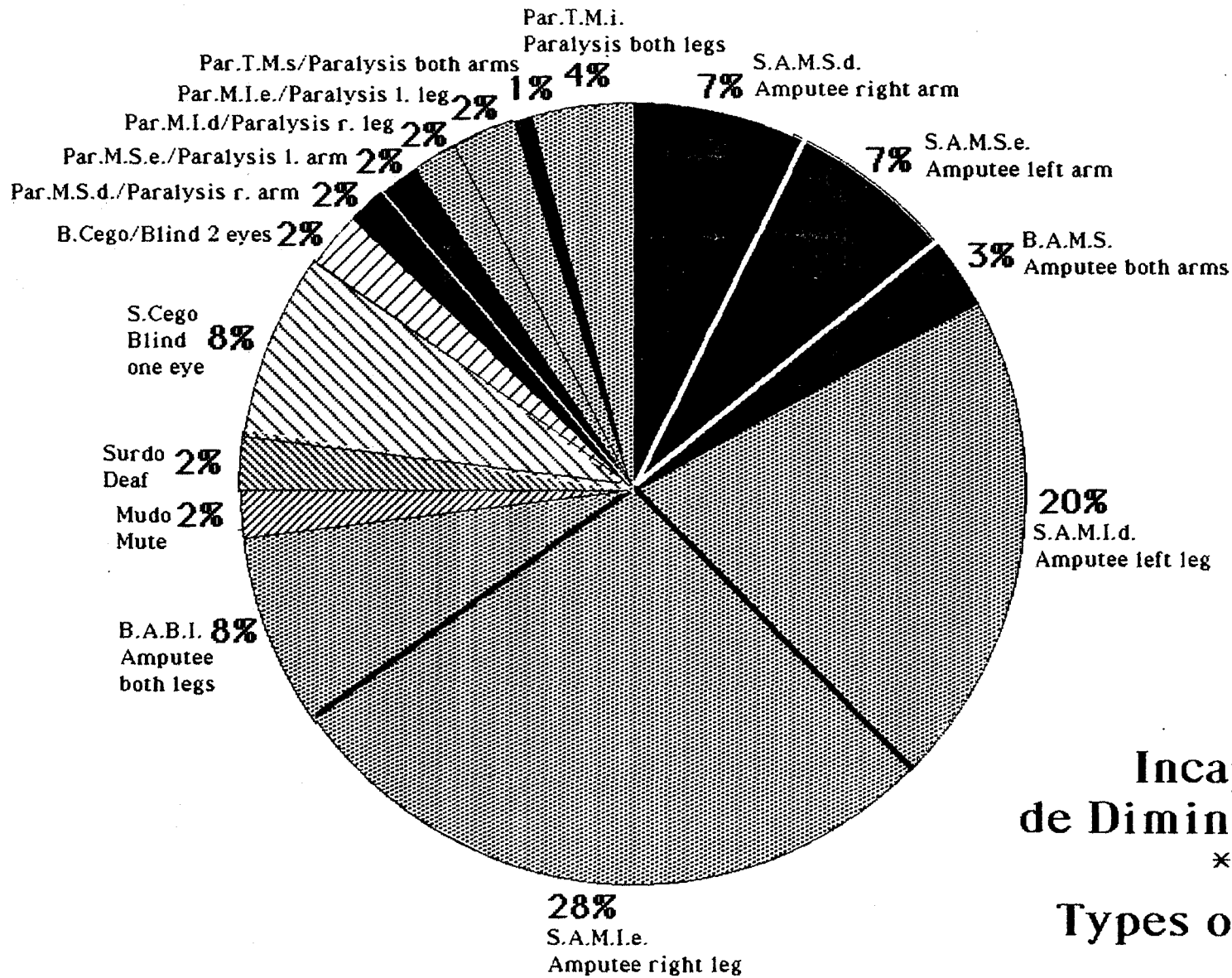
TYPE OF PHYSICAL DISABILITY

PERCENTAGEM - PERCENTAGE

Províncias	Quantidade	S.A.M.S.d	S.A.M.S.e	B.A.M.S.	S.A.M.I.d	S.A.M.I.e	B.A.B.I.	Mudo	Surdo	S.Cego	B.Cego	Par.M.S.d	Par.M.S.e	Par.M.I.d	Par.M.I.e	Par.T.M.s	Par.T.M.i
Province	Quantity	Amputee r. arm	Amputee l. arm	Amputee 2 arms	Amputee r. leg	Amputee l. leg	Amputee 2 legs	Mute	Deaf	Blind 1 eye	Total Blind	Paralys. r. arm	Paralys. l. arm	Paralys. r. leg	Paralys. l. leg	Paralys. arms	Paralys. legs
Bengo	558	16%	10%	3%	18%	29%	6%	0%	0%	6%	1%	3%	1%	4%	1%	1%	1%
Benguela	743	4%	4%	3%	13%	28%	13%	1%	1%	8%	3%	3%	2%	9%	4%	1%	3%
Bié	2953	9%	7%	2%	23%	32%	5%	2%	4%	9%	1%	1%	1%	1%	1%	1%	2%
Cabinda	362	8%	6%	7%	11%	13%	2%	1%	3%	10%	2%	8%	4%	8%	7%	0%	10%
Cunene	2103	7%	5%	4%	30%	19%	8%	3%	1%	10%	1%	3%	1%	1%	1%	1%	5%
Huambo	3709	4%	2%	1%	27%	43%	17%	1%	0%	2%	0%	0%	0%	0%	1%	0%	1%
Huíla	642	6%	5%	5%	16%	28%	7%	1%	3%	5%	4%	7%	2%	2%	3%	1%	6%
Luanda	1770	8%	5%	3%	15%	28%	9%	5%	2%	4%	1%	2%	2%	4%	2%	1%	7%
L. Norte	782	7%	4%	8%	6%	8%	3%	1%	5%	12%	5%	3%	9%	7%	9%	2%	11%
L.Sul	982	8%	5%	4%	6%	17%	3%	1%	4%	14%	7%	3%	5%	4%	6%	1%	10%
C. Norte	419	5%	7%	5%	2%	15%	5%	1%	1%	15%	2%	10%	5%	5%	9%	3%	11%
C.Sul	619	9%	10%	2%	19%	25%	6%	0%	1%	7%	1%	2%	1%	2%	8%	3%	4%
C.Cubango.	2939	8%	12%	2%	22%	30%	4%	1%	2%	6%	2%	1%	1%	1%	1%	1%	6%
Malange	969	7%	13%	4%	13%	25%	2%	6%	5%	9%	4%	1%	1%	1%	5%	1%	2%
Moxico	2962	4%	5%	3%	24%	24%	11%	2%	3%	10%	4%	1%	2%	1%	3%	0%	2%
Namibe	401	13%	11%	10%	3%	24%	7%	1%	2%	15%	5%	1%	1%	1%	1%	1%	3%
Uíge	1009	17%	16%	2%	27%	12%	3%	2%	1%	12%	1%	1%	1%	1%	2%	1%	2%
Zaire	396	8%	17%	2%	12%	30%	9%	6%	1%	4%	1%	1%	2%	1%	1%	1%	3%
TOTAL	24318	7%	7%	3%	20%	28%	8%	2%	2%	8%	2%	2%	2%	2%	2%	1%	4%

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1988
 Incapacidade
 de Diminuidos Físicos

Types of Disability

Statistics: Ministério de Trabalho, Segurança Social, Angola
 Charts/Graphs: Anne Beamish - Development Workshop 1989

Areas de Emprego

- trabalho de pele
- reparação de sapatos
- fabricação de sapatos
- tecer
- costura
- fabricação artesanal de cestos
- carpintaria
- escultura
- olaria
- fabricação artesanal de:
 - vasouras
 - giz
 - velas
 - flores artificiais
 - joalheria
 - corda
 - sabão
 - fogões
- preparação de comida
- afiar facas, tesouras, serras
- agricultura
- produção de hortas
- pecuária
- reparação e produção de redes
- reparação e produção de equipamento agrícola
- serralharia (latas, caixas, tijelas, tambores)
- soldar
- electrónica
- reparação de rádios
- reparação de ar condicionados, geleiras, frigoríficos
- fabricação artesanal de brinquedos
- lotaria
- fabrica e reparação de equipamento para of diminuídos físicos (cadeiras

Income-Generating Activities

- leatherwork
- shoe repair
- shoemaking
- weaving
- sewing
- basketwork
- carpentry
- sculpture
- ceramics
- broom-making
- small-scale production of :
 - chalk
 - candles
 - artificial flowers
 - jewellery
 - string, rope
 - soap
 - charcoal stoves
- food preparation
- knife sharpening
- agriculture
- vegetable gardening
- small livestock
- fish nets - repair and production
- production and repair of agricultural equipment
- sheetmetal work
- welding
- electronics
- repair of radios
- repair of air conditioners, refrigerators, freezers
- toy-making
- lottery
- production and repair of equipment and aids for the disabled (wheelchairs, tricycles, motorized tricycles)
- production of prostheses
- typing, secretarial work
- administration, management

<p>de roda, triciclos, motorizadas)</p> <ul style="list-style-type: none">- produção de próteses- dactilógrafo, secretário- administração, gerência- trabalhador/formador de saúde- professor- produção de materiais de construção (blocos, tijolos, telhas, tubos)- serviços para a comunidade (crêche)- conservação de comida (secagem, pêscoço, sumo de fruta)- produção de painéis para água- vender no mercado- fotografia	<ul style="list-style-type: none">- health workers, trainers- teachers- production of building materials (blocks, tiles, tubes)- community services (crèche)- food preservation (drying, juices, canning, etc.)- production of household water containers- marketing- photography
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Introductory Community Survey

This is the first survey that you would do of your community. It is not extremely detailed but it will give you a good overall view of your community and may begin to suggest ideas for income-generating activities.

If you do not know the answers, it is wise to consult experts in the field that work in your community.

It will take time to gather the information and complete this survey but in the end you will have a much better understanding of the resources in your community.

Inventory of Natural Resources

Which of the following natural resources exist and are being used in your community? Write if you think that further exploitation of this resource would be economically viable.

Resource	Exists? (yes-no)	Being Used? (yes-no)	More Exploitation Possible? (yes-no)
SAND (for building, mortar, concrete)			
LIMESTONE (for building stone or lime)			
CLAY (for bricks or pottery)			
STONE/GRAVEL			
TIMBER			
BRUSHWOOD			
BAMBOO			
FIBRES (e.g. sisal)			
GRASS (for roofing)			
GRASS (for basketwork)			
IRON ORE			

Resource	Exists? (yes-no)	Being Used? (yes-no)	More Exploitation Possible? (yes-no)
COPPER ORE			
HIDES/SKINS			
ANIMAL FIBRES (e.g. wool)			
WATER			

Inventory of Agricultural Products

Look at the following list and describe if these crops are produced in your community. Also indicate if it would be possible to grow them in your area. Write in anything that is produced in your area but is not on the list.

Crops	Available? (yes-no)	Possible to Grow? (yes-no)
CROPS		
Coffee		
Cotton		
Groundnut/Peanuts		
Maize		
Pineapple		
Sisal		
Sugar cane		
Tea		
Barley		
Cassava		
Millet		
Rice		

Crops	Available? (yes-no)	Possible to Grow? (yes-no)
Sesame		
Sorghum		
Wheat		
Yams		
Cashews		
VEGETABLES		
Beans		
Cabbage		
Carrots		
Chilies		
Cucumber		
Kale		
Lettuce		
Onions		
Peas		
Potatoes		
Pumpkin		
Spinach		
Tomato		

Crops	Available? (yes-no)	Possible to Grow? (yes-no)
FRUITS		
Apple		
Avocado		
Banana		
Coconut		
Date		
Grapefruit		
Guava		
Lemon/lime		
Mango		
Orange		
Papaya		
Peaches		
Pears		
BUSHES/VINES		
Blackberries		
Grapes		
Melons		
Passion fruit		
Strawberries		
Raspberries		
Flowers		

Inventory of Occupational Groups

Look at the following list of occupations and mark if they exist or not in your community. If possible, write the names of the people. (Note: the people should be more than 18 years of age and have worked in this occupation for more than 3 years.) Also note if you think more of these people are needed. If there are other occupations that are not included here, write them at the end of the list.

Occupation	Exists in Community? (Yes/No)	Name of Person	Needed? (Yes/No)
<p>BUILDER - lays bricks or blocks to construct walls and/or cuts and shapes stones, etc. Applies cement mortar to other materials.</p>			
<p>BRICK/BLOCK MAKER - makes adobe, burnt clay or concrete blocks.</p>			
<p>TILE MAKER - makes clay or cement roofing tiles.</p>			
<p>CONSTRUC. CARPENTER - makes and fixes wooden fittings for houses such as door frames and the roof structure.</p>			
<p>ELECTRICIAN - installs, maintains and repairs electrical wiring in buildings.</p>			
<p>PAINTER - applies coats of paint to walls, ceiling, wooden fittings, etc.</p>			
<p>METAL ROOFER - covers roofs with sheets of metal such as galvanized iron.</p>			
<p>ROOF THATCHER - builds a roof covering with materials such as straw, reeds, rushes or grass.</p>			
<p>CARPENTER/FURNITURE MAKER - makes various items in wood, such as beds, cupboards, stools, chairs, etc.</p>			
<p>FURNITURE UPHOLSTERER - fixes and repairs springs, padding and covering to furniture.</p>			

Occupation	Exists in Community? (Yes/No)	Name of Person	Needed? (Yes/No)
<p>DOMESTIC APPLIANCE REPAIRMAN - repairs various forms of domestic appliances.</p>			
<p>WELL DIGGER - digs water wells.</p>			
<p>PLUMBER - assembles, installs, and maintains pipes and pumps for water supply.</p>			
<p>BLACKSMITH - forges and repairs articles in iron and steel such as hand tools, agricultural implements, bolts, locks, etc.</p>			
<p>TINSMITH/SHEETMETAL WORKER - makes and repairs articles in thin metal.</p>			
<p>MOTOR VEHICLE MECHANIC - repairs, services, and overhauls automobile and motor cycle engines.</p>			
<p>AGRICULTURAL MECHANIC - repairs various items of mechanical equipment used in farming.</p>			
<p>MOTOR BODY REPAIRMAN - repairs body work to motor vehicles.</p>			
<p>RADIO-TV REPAIRMAN - repairs radios, televisions, etc.</p>			
<p>WATCH REPAIR - repairs watches and clocks.</p>			
<p>TAILOR - makes complete garments and undertakes repair and alterations.</p>			
<p>DRESSMAKER - makes complete dresses and undertakes repair and alterations to clothes.</p>			
<p>SHOEMAKER - makes footwear.</p>			
<p>LEATHER GOODS MAKER - makes a variety of leather products, such as handbags, wallets, belts, cases, etc.</p>			

Occupation	Exists in Community? (Yes/No)	Name of Person	Needed? (Yes/No)
<p>BASKET MAKER - makes baskets and other basketry articles.</p> <p>BAKER - makes bread, cakes, biscuits, pies, and other flour products.</p> <p>LOGGER - fells trees, saws them into logs and performs other logging tasks.</p> <p>BOAT BUILDER - constructs simple boats from wood and/or other materials.</p> <p>FISHERMAN - catches fish.</p> <p>FISH NET MAKER - makes fishing nets by hand.</p> <p>CROP AND VEGETABLE FARM WORKER - performs a variety of tasks in the growing of vegetables, cereals, and other crops.</p> <p>ORCHARD WORKER - grows fruit and nut trees, tea bushes, coffee bushes, grape vines, etc.</p> <p>LIVESTOCK WORKERS - performs a variety of tasks in breeding and raising cattle, sheep, pigs and other types of livestock.</p> <p>POULTRY FARM WORKER - breeds, raises and tends poultry or hatches eggs for commercial purposes.</p> <p>FOOD PRESERVER - cooks, freezes, salts, smokes, dehydrates, cans or bottles meat, fish, fruit, vegetables or other foods in large quantities.</p> <p>BUTCHER - slaughter animals, bones and cuts up carcasses and prepares standard meat cuts.</p> <p>WAITER - serves food and beverages to guests in restaurants, hotels, bars, etc.</p>			

Occupation	Exists in Community? (Yes/No)	Name of Person	Needed? (Yes/No)
<p>SECRETARY - records various matters in typewritten form.</p>			
<p>NURSE-HEALTH WORKER - provides professional nursing care and advice in clinics, homes, schools, maternal and health centres.</p>			
<p>BARBER-HAIRDRESSER - cuts and shapes hair and shaves/trims beards.</p>			
<p>TRANSPORT WORKER - drives vehicles or animals to transport passengers or goods on demand. e.g. taxi drivers, bus drivers, truck drivers, etc.</p>			
<p>RETAILER - buys goods and sells them for household or personal consumption or other use.</p>			
<p>WHOLESALE - buys goods and sells them to retailers and commercial or other big consumers.</p>			
<p>WOOD CARVER - carves designs in wood for sculptures or furniture using hand tools.</p>			
<p>MINER - digs ores or other materials from underground or surface mines.</p>			
<p>PHOTOGRAPHER - takes photographs of persons, places, and other subjects.</p>			

Background Description on Your Community

The following are a number of questions about your community. Answer them as well as you can. If you do not know the answer ask someone who is knowledgeable in this area.

General

Name of Community:

Location:

Number of Inhabitants:

Nearest biggest centre:

Major Economic Activities:

Communication Facilities

(e.g. post office, telephone, bus, air, radio, etc.):

Community Organizations:

Major Natural Resources:

Credit Facilities

Types of Credit Facilities

(e.g. banks, credit unions, etc.)

Health Sector

Health Facilities:

Most Prevalent Children's Diseases:

Most Prevalent Adult Diseases:

Most Common Way of Garbage Disposal:

Major Taboos and Beliefs:

Household Dwellings

Describe the building materials used in most houses:

Where do most people cook their food (e.g. outside or inside)

Are there more than one type of neighbourhood? (e.g. cement city and bairros)

Most urgent improvements needed for households:

Water

Major Source of Water:

Distance from community:

Sufficient during dry season?

Handling of Food

Most common way of storing meat, fish, vegetables, fruits and grains:

How is cooking done (e.g. open fire, paraffin stoves, charcoal, etc.)

Most common methods of preserving meat, fish, vegetables, fruits, and grains:

Energy

Major energy source:

Education

No. of Primary Schools:

No. of Secondary Schools:

No. of Students:

Literacy Rate:

Problems (e.g. buildings in poor condition, insufficient textbooks, desks and chairs, lack of teaching materials, etc.):

Other training facilities (vocational schools, skills centre, commercial schools, colleges, universities):

Agriculture

Type of soils:

Type of terrain:

Average Annual Rainfall:

Altitude:

Average Annual Temperature:

Seasons:

Households with access to farmland:

Access to irrigation:

Livestock:

Agricultural Tools used the Most:

Common Agricultural Products:

Women's Groups

(Types, names, activities, members, and needs)

Youth Groups

(Types, names, activities, members, and needs)

Occupational Groups

What are the five biggest occupational groups?

Inventory of Industry

What industry exists in the area?

Cement factory?

Cloth Production?

Quarry?

Boat Building

Steel?

Food Production?

Fishing?

Building Construction?

What other industry is there?

How to Choose an Income-Generating Activity

It is not easy to choose an activity that is viable and profitable, but it is possible if the following guidelines are followed. Remember that groups that are poorly organized or inexperienced should choose activities that are simple and inexpensive. Such groups may also need a greater amount of outside help.

1. GENERAL

Develop an understanding of the group.

-What are its strengths and weaknesses with regard to skills, experience, and capabilities?

-What kinds of activities are members most capable of doing successfully?

-Consider too, the group's own objectives and interests.

-What type of income-generating activity would members most like to do?

-What resources are available and what are the needs of the community?

2. MAKE A LIST OF POSSIBLE ACTIVITIES

Keeping the answers to the above questions in mind, list some possible activities that the group might carry out successfully. (Be sure to stay within their realm of experience, skills and interest.) In developing a list of activities, consider the following questions:

What CROPS can be produced and marketed easily and at a fair and steady price? Can the crops be processed locally?

What FOODS could be prepared and sold locally? Which are the most popular in the community?

What PRODUCTS are needed locally, but are unavailable? What products (e.g., tools, equipment, clothing and household goods) are bought in town but could be produced locally?

What HANDICRAFTS could be made by the group and sold without difficulty at a good price?

What SERVICES are needed locally and could be provided by the group?

3. FOR EACH POSSIBLE ACTIVITY, CONSIDER THE FOLLOWING QUESTIONS:

What is required to sell the product?

- Can the crop or product be sold easy at a good price throughout the year?
- What level of quality is in demand? -Can that quality be produced by the group?
- What quantity can be produced by the group?
- Where would the product or crop be sold?
- Who will buy it?
- How will it be transported to the market?
- Are people already engaged in this activity? full-time, part-time, seasonal?

What is necessary to produce the crop or product in enough quantity to make it profitable? At the appropriate level of quality?

- If a crop, is the soil, temperature, rainfall and altitude suitable?
- What raw materials are needed to produce the product?
- What utilities are needed to produce the product?

What equipment, materials, and supplies would be needed for the activity?

- Are these available in the community?
 - At what cost?
 - If they are not available, where can they be obtained and from whom?
- (Activities that require expensive tools or equipment should not be recommended unless the group has some way of obtaining them without great expense.)

What facilities and land would be required?

- Does the group need to buy land? a workshop? a store?
- Are these available at a reasonable cost?
- Can they be rented? At what cost?
- Could a workshop or store be constructed by group members?
- Who will pay for the land and the buildings?

What skills and knowledge are necessary to successfully carry out the activity?

- If new skills must be learned, who will provide the training?
- How long will it take?
- Where can the group get information about the activity?

Will the group need help organizing and managing the activity?

-If so, who will provide that assistance and how long will it be needed?

How much will it cost to start the activity?

- To purchase materials, equipment, and supplies?
- To buy land and construct workshops or stores?
- What other expenses, such as licensing, packaging, taxes or transportation fees are related to the activity?
- What long-term costs are involved in the activity?

How many workers will you have and how much will you pay the workers?

- Is this a fair amount for their work?
- Is that a sufficient number of workers?
- How many units can one person or group working full-time produce per weeks of this particular product/service?

How much will you charge for the product or service?

- Is this enough to cover all your costs?
- Is this an affordable price for the community?

What other short-term or long-term benefits might be derived from the activity?

- How will the activity help the community be self-reliant?
- Will the activity help group members to develop skills that may be helpful in other areas of their lives (e.g. financial skills)?

How long would it take to get the activity started?

-Consider the abilities of group members; their need for training; and other factors such as the time needed to obtain supplies, construct facilities, etc.

How much and what kind of risk is involved?

- How much uncertainty?
- Can "success" be less than complete?
- What are the disadvantages of the activity (e.g. the activity may do little to develop creativity because members must "mass produce" items for sale. Or it may require undesirable competition with others in the community)?
- What are the social and economic implications of the activity for the individual, the family, and the community?

How to Write a Project Proposal

Introduction

A great deal of time and effort must be made in writing a project proposal, especially if you are requesting assistance or funds.

A project proposal is written to convince the donors that you have thought out the project thoroughly and that it will succeed.

The length of the project proposal usually depends on the amount of assistance that you are requesting. The more assistance you need, the longer it should be. For example, if you are requesting a \$50 piece of equipment, a one or two page proposal is usually sufficient. On the other hand, two pages is totally inadequate for a \$50,000 project since the donors will need many more details and to be more convinced that it is a worthwhile investment for them. No one likes to waste money, so it is up to you to convince them that it is a good project.

You will convince the donors if you can prove that you:

1. have done a great deal of research on the project;
2. are knowledgeable about the subject;
3. have planned and are prepared for a successful project; and
4. have thought about every possible difficulty and how to resolve them.

In other words, the more that you can explain to the donors, the more convinced they will be that you have planned and prepared well.

Writing a good project proposal is a great deal of hard work but it is the only way to get funding or assistance for your project. You must give the donors enough information for them to make a good decision.

The following pages describe the type of information that most donors require before they can decide to give assistance. Some of the questions or information may not be appropriate to your project - if it isn't appropriate, leave it out - but never leave it out because it's too much trouble or you don't know the answer. Sometimes you may want to give more information if it is relevant to your project. If you can supply all the information that is suggested, you will have a very good chance of having your project approved.

TITLE PAGE

1. **Project Title:**

2. **Project Location:**

3. **Country:**

4. **Project Holder and Address:**

5. **Budget:** \$ _____ (name of foreign currency)

Local Contribution:

\$ _____ (cash)

\$ _____ (in-kind)

Other Agency Contribution:

\$ _____ from _____

\$ _____ from _____

Total: \$ _____

6. **Duration of Project:**

Project Proposal

SUMMARY

1. **Project Title:**

2. **Project Location:**

3. **Country:**

4. **Project Holder and Address:**

5. **Budget:** \$ _____ (name of foreign currency)

Local Contribution:

\$ _____ (cash)

\$ _____ (in-kind)

Other Agency Contribution:

\$ _____ from _____

\$ _____ from _____

Total: \$ _____

6. **Duration of Project:**

7. **Personnel in Project:**

8. **No. of Local Employees:**

9. **No. of Beneficiaries:** (direct)
(indirect)

10. **Project Summary** (In 10-20 lines, summarize the need, the objectives, the plan of operation, and the expected results.

11. **Proposed Start/Finish Dates:**

12. **Name/Position of Proposal Writer:**

BACKGROUND TO PROJECT

1. Area and Community Background

The donors likely do not know your community; the information given in this section will give them a better understanding and knowledge.

Briefly describe the following:

a) **Name and Location**

of the community, number of inhabitants and the nearest biggest centre. If available, a map would be useful.

b) **Physical Features and Climate**

(rainfall, temperature, seasons).

c) **Languages**

spoken by the population.

d) **Agriculture**

(crops, livestock, soil).

e) **Education**

(literacy rate, number of primary, secondary, tertiary schools).

f) **Health**

(number of hospitals and clinics, principal health problems, level of nutrition, basic diet, availability of food).

g) **Water Supply.**

h) **Energy** (major energy source)

i) **Transportation and Communication Facilities**

(air, road, sea, rail, post, telephone, bus).

j) **Natural Resources**

k) **Economy**

(industry, commerce, average salaries, most common occupations, job opportunities, rhythm of work).

l) **Housing**

(materials, type of construction, city vs. bairro)

m) **Choice of Community**

(were other areas considered for the project? If so, why was this one chosen? Is the region in which the project will be situated particularly emphasized for development by the host government, the responsible agency, etc. Why?)

2. Existing Situation - Problem & Solution

Existing Situation:

a) Describe the problem which the project is meant to deal with (what is the problem that you face?).

b) What is considered the cause of the problem?

c) Was a survey done?

d) If the activity is production, describe how the product is now made.

e) how many people are already involved in this activity. Will there be competition?

f) Is there a demand for this project/service?

Solution:

g) How will the project solve or address the problem? Is this service/product obtainable at present? (distance, cost, etc.)

h) If a new technology or process is involved, describe.

i) If this product/service is to be sold, what will the price be? Is this acceptable to the local community?

Results:

j) What are the expected results or outputs in terms of goods, services, and/or facilities?

3. Beneficiaries

Direct:

a) How many direct beneficiaries will there be?

b) Who will they be?

c) How will they benefit?

d) Is the project confined to this target group or can it also play a positive role in local, regional, or national development?

Indirect:

e) How many indirect beneficiaries will there be?

f) Who will they be?

g) How will they benefit?

h) Will any group suffer harmful effects from the project?

i) Who?

j) How?

4. Origin

Idea:

a) Who proposed the original idea for the project?

b) Did the beneficiaries have a share in the idea?

c) If not, was the idea discussed with the beneficiaries?

d) By whom and how?

Plan:

e) Who planned the project?

f) Did the beneficiaries take part in this?

g) How?

Feasibility study:

h) Was there a feasibility study done?

i) If so, by whom and for how long?

j) Conclusions?

5. Organizational Background

Responsible Organization

Describe the organization's

- a) Status (legal or other) in the country.
- b) Objectives,
- c) Structure,
- d) Current and past activities (if possible attach any publications),
- e) Relationship with the intended beneficiaries. (the organization may be part of, or working with and/or for, the target group.)

PROJECT DESCRIPTION

1. Objectives

Long-term Objectives:

- a) What are the goals or long term objectives of the project (i.e. broad general statements of what the project is trying to accomplish in relation to the problem)?

Short-term Objectives:

- b) What are the short-term objectives of the project (i.e. specific measurable statements of what the project is trying to accomplish by a given point in time)?
- c) Why is this project necessary?
- d) Which problems does it solve?
- e) Which is the target group?

2. Work Plan

Work Plan:

- a) Present the project programme of work and timetable, identifying those responsible at each stage.
 - b) When is the project scheduled to begin and end?
 - c) When will the assistance begin and end?
 - d) Is this a pilot and/or demonstration project?
 - e) If the project is already in process, what has been completed to date?
- Strategy.
- f) Have other techniques/approaches /strategies for achieving the project's objectives been explored?
 - g) Why was the present one chosen?

Supervision/Participation:

- h) What staff is necessary?
- i) How will the project be supervised?
- j) What qualified personnel (local and foreign) are available to implement the project? How will local people participate:
- k) in implementing the project? l
-) in decision-making?

Training:

- m) What training is necessary?
- n) Is there an appropriate training facility?
- o) Are there competent instructors, adequate training materials, etc?
- p) How long will the training be and when will it start?

Environment:

- q) What are the forces working for the success of the project, and those working against it?
- r) What action can/will be taken to maximize the positive forces and minimize the negative forces?

Activities and Phasing:

- s) Describe when each of the activities will take place and explain the proposed timetable.
- t) When each activity start and end?

Problems/Difficulties:

- u) What problems could occur during the project?
- v) How will you overcome or avoid them?

Results:

- w) What are the expected results/outputs of this project in terms of goods, services, training, and/or facilities?
- x) When do you expect them?

3. Endorsement/Authorization

Does the project:

- a) have government support and/or involvement?
- b) have support from other organizations or groups? (If possible attach copies of letters of support).
- c) require government or other approval?
- d) have the approvals in hand? If not, when will i/they be received?
- e) fit in with stated development priorities in the country's development plan and the agency country plan?

4. Existing Related Programmes

- a) What services are already existing in the area and/or country that could give support to the project's activities (i.e. which might use what the project produces or supply it with goods or services)?
- b) How will the project relate to existing services?
- c) Are support services adequate?
- d) Is this project a new venture or is it an extension of an existing programme?
- e) Is it part of a larger plan or programme?
- f) Are activities of the type suggested already being undertaken by any other agency in the area under consideration, or in the country as a whole?
- g) By whom and where?
- h) Is coordination between them and the project feasible or desirable?
- i) What contribution could these support services make to the the project?

5. Proposed Budget

Most donors require considerable detail in this section. Include as much information as possible. Also be quite clear as to what assistance you are requesting.

Cost:

- a) Itemize with unit costing where possible, and total all material and personnel resources required for the project.
- b) Indicate where each resource is available (local, national, international-specify country).
- c) Identify source of financing or contribution by resource and amount provided or requested.
- d) Identify and include a monetary value for resources contributed in kind.
- e) Total overall budget, and budget by source.
- f) Indicate the currency and exchange rate used.
- g) Indicate how a potential deficit or surplus will be managed.

When describing the cost of a project, it is often broken down into the following categories. Sometime specific donors have specific ways of outlining the cost of a project. If you have an example, following the method used by the donor from whom you are requesting assistance.

Capital Costs (construction, materials, vehicle, tools, equipment, spare parts, etc.) These items are usually only bought once or infrequently during the project.

Recurrent Costs (annual): maintenance of buildings, operation of equipment, maintenance of equipment, staff, training staff, utilities, administration cost, production costs (materials, etc), transport, information dissemination, office supplies, etc.

Shipping and Contingency Include shipping which can be from 15% to 20% of the cost of purchased equipment and materials. Also include a contingency fund of 10% to 20% of all project costs to cover inflation, price rises, and unforeseen circumstances.

Expected Annual Returns Include how much income is expected per year from this activity or project.

The costs should be summarized as a total but should also be broken down by year.

IMPACT ON WOMEN

Many donors have identified projects that work directly with women as a priority. Even if it is not a "women's project" they are very concerned about the impact of any project on women and how it will affect them. It would be useful to include this information in your project proposal.

1. Benefits/Drawbacks

- a) How will the project affect women's status, workload and income?
- b) Will it create new roles for women or enhance traditional ones?
- c) Will it adversely affect women?

2. Role of Women in Project

- a) Did women help identify and plan the project?
- b) Are women involved in project decision-making processes and implementation?
- c) Are opportunities for training being made available for women?
- d) Do these opportunities consider women's various roles as family members and mothers, agricultural producers, traders, community leaders, educators, other?
- e) How are any barriers to women's participation being addressed?
- f) If the project is specifically oriented towards women, is broader community support evident?
- g) If not what is being done to gain support?

FOLLOW-UP TO PROJECT

1. The Future

- a) Is this an ongoing project?
- b) How long and how will carry on after support ends?
- c) Is external assistance likely to remain necessary or is the project likely to become self reliant?
- d) When?

2. Reporting and Evaluation

- a) Who will be responsible for reporting?
- b) What is the reporting schedule: progress and final?
- c) Is an evaluation of the project intended?
- d) Is it built into the project (periodically carried out while the project is in progress) and/or is it post-completion?
- e) Will the evaluation be performed by the project staff or by other experts/ organizations?
- f) How will the beneficiaries and community participate?
- g) What indicators of project effect will be used?

ATTACHMENTS

List all attachments to this project description: maps, agency constitution, deed of registration, annual report, other publications, building plans, drawings, photographs, etc.

Date: _____ Signature: _____

Reasons for Success and Failure of Income-Generating Projects

Failures

Businesses, cooperatives, and production units and projects often fail for a number of reasons. If these can be understood and eliminated as much as possible, there will be a much higher chance of success.

1. Lack of Commitment from Group/Members:

This often occurs in cooperative production units. The most frequent reasons are members' unrealistic expectations and a lack of understanding of the responsibilities and duties that each has. It is important to have extensive training for members in cooperative organization before a cooperative is formed.

2. Lack of Skills or Knowledge of Production Skills (Skills Training)

Skills are often divided into three areas:

1. Pre-production skills: e.g. as selecting the right materials, tools and equipment as well as managing a regular supply of these items from right sources.
2. Production skills: e.g. those required for actually making things such as weaving or giving services such as hair-cutting.
3. Skills needed for maintaining tools and equipment.
4. Business Skills: e.g. pricing, marketing, delivery, scheduling, book-keeping, and managing finances.

3. Lack of Raw Materials

This area must be thoroughly investigated before an income-generating project begins. If a good and constant supply of the raw materials is not available, it would be unwise to begin production.

4. Lack of Tools and Equipment

Make a list of tools and equipment that will be needed for the income-generating project. These items may be borrowed, rented or purchased. If money is not available, a proposal may have to be made to the government or an organization for material assistance.

5. Difficulties in Selling Products or Services (marketing, high competition)

This problem can only be avoided if careful research is done before production begins. It should never be left to solve after the project begins.

6. Lack of Finance

Check with local banks, credit unions, etc. to see if they will lend the project money for equipment, salaries, etc. to begin the project. Be prepared to have to answer a lot of detailed questions.

7. Lack of Transportation:

Arrange for transportation before the project begins. If you cannot afford to buy a vehicle, consider renting one for the first couple of years. It is very rare to borrow vehicles on a regular basis; do not depend on it.

8. Poor Pricing/Inadequate Profit:

Do not charge a low price simply to attract customers; you will not have enough to pay for your materials, equipment, salaries and other expenses. Even though money will be coming in, you will go out of business. Calculate your expenses and a realistic price very carefully before the project begins.

9. Mismanagement:

The best manager is one who is competent and honest. It is difficult to find people with these skills which means that it is very important to have extensive training in this area for any project.

10. Misappropriation of Funds:

This can sometimes be difficult to avoid but the best way is to have an accountant/manager who is honest and competent, and have a second or third person to always review the accounts to make sure no money is being stolen.

Successful Projects

To have a successful project, it must first be evaluated. There are at least five levels at which a project's value may be quantified:

1. The amount, quality and timing of the inputs.
2. The number of individuals trained.
3. The number of individuals who attain a minimum level of proficiency in the new skills.
4. The number of individuals who actually succeed in applying their new knowledge and skills.
5. The net additional national income that results from the new economic activity.

It is not easy to have a successful income-generating project but there are a number of characteristics that successful projects have (other than the avoidance of the the problems mentioned in the section on the reasons for failure).

1. Project Management

Staff There is a necessity for care and luck in the recruitment of staff (they must have energy, adaptability and imagination.)

Autonomy There is a need to insulate the project as much as possible from political interference and bureaucratic struggles among local ministries, etc.

Inputs It is important to have the timely provision of inputs. Long delays in recruitment, procurement and delivery curtails the effective working time of the project and hence delay and lower the level of project benefits.

2. Choice of Activity

The projects that arouse the most enthusiasm among donors and host countries are those calling for simultaneous action of several fronts. However, the most successful projects are much more focussed and generally provide a missing ingredient (e.g. a market outlet, one product, removal of a bottleneck, etc.)

Where a whole range of integrated activities has to be undertaken, failure is more probable.

Success is far more likely in supplying a missing component that will bring idle capacity into play rather than building new capacity from the ground up.

Because the technical problems to be solved are few and the motivation to succeed is stronger, it is easier to save threatened jobs than to create new ones.

Where employment is an overall policy goal, the natural impulse is to provide training directly to the unemployed, but the effective yield compares unfavourable with persons who have already demonstrated their taste for the trade, their natural aptitudes and their motivation to work.

3. Project Design

Large-scale multi-expert projects seldom work well. They normally attempt to build new capacity rather than increase the utilization of the capacity that is already there. Their prominence alone attracts a great deal of interference. Their organizational complexity creates severe management problems that distract project personnel from their main job of providing assistance.

Projects are more likely to be successful if they are a) comparatively small, b) of 3-4 years duration, c) offer training or other services to all members of an established industry, d) work through proven organizational channels, and e) avoid the creation of new administrative structures.

Reference:

Assessing Technical Cooperation: The Case of Rural Industry by P.Kilby and P.Bangasser.
International Labour Review. Vol. 117, No.3,

Pre-Seminar Questionnaire

The purpose of this questionnaire is to start the participants investigating and finding information before they come to the seminar. It is not intended to be detailed or extensive but it was thought that the more the participants knew about their own individual situation, the better use they could make of the information and training that they will receive during the seminar.

The following are some questions that the participants could answer and bring with them to the seminar. It is hoped that the information could be gathered together in written form and distributed to all the participants. It could then be used as examples to illustrate certain topics covered during the seminar.

Information about the SEAS Centres

Name of the Centre:

Location/Address:

Name of the Responsável:

Number of Users in Centre (resident and non-resident):

Number of Men, Women, ages, disabilities:

Occupation of Users (pre-centre):

Level of Education of the Users:

How long have the users have been at the Centre:

What products are made at Centre?

What materials are used and where do they come from?

How are the products sold and at what price?

General Information about the Community

How many disabled are there in your community? (men, women and their occupation.)

What natural resources exist in your area?

What industry or factories exist in your area?

Diploma Course for Teachers and Planners of Community-Based Rehabilitation in Developing Countries

Tropical Child Health Unit
Institute of Child Health
University of London
30 Guilford St.
London WC1N 1EH
United Kingdom

This is a 9-month course and the subjects that are covered include:

A.

- Impairment, Disability and Handicap - definitions
- The Life and Livelihood of Children and Adults with Disabilities
- Child Development
- Individual and Social Psychology
- Politics of Disability
- Education
- Health and Welfare Services
- Economics
- Rehabilitation Skills
- Aids and Appliances

B.

- Psychology of Learning
- Educational Objectives
- Training Strategies
- Methods of Teaching and Learning
- Course Planning
- Syllabus Design
- Developing Practical Skills
- Teaching Techniques
- Continuing Education
- Examinations

C.

Study of Programmes on a Community Level
Rehabilitation Services in Different Countries
Epidemiology
Primary Health Care
Evaluation
Making Plans, Goals and Strategies
Translation of Plans into Programme of Activities
Work Planning and Organization
Budgeting and Financial Management
Managerial Support
Logistics, Transport, Communication
Implementing Community-Based Rehabilitation