

**UNIVERSITY OF BOTSWANA**



**DEPARTMENT OF SOCIAL WORK**

**THE EXCLUSION OF PEOPLE LIVING WITH  
DISABILITIES FROM EMPLOYMENT IN MAINLAND  
TANZANIA**

**BY**

**JOHNAS A. BUHORI**

**200908207**

**A Research Essay Submitted in Partial Fulfilment of the Master's  
Degree of Social Work**

**MAY 2012**

**SUPERVISORS;**

**Dr. O. JANKEY**

**&**

**Dr. K. NTHOMANG**

## TABLE OF CONTENTS

TABLE OF CONTENTS.....	i
LIST OF ABBREVIATIONS .....	iii
APPROVAL .....	iv
DECLARATION .....	v
DEDICATION .....	vi
ACKNOWLEDGEMENT .....	vii
ABSTRACT.....	viii
CHAPTER ONE .....	1
1.0 Introduction.....	1
1.1 Background to the Study.....	2
1.2 Statement of the Problem .....	3
1.3 Objectives of the Study.....	5
1.4 Significance of the Study .....	5
1.5 Operational Definitions of the Concepts.....	6
Attitude .....	6
Discrimination .....	6
People living with disabilities or Persons living with disabilities .....	7
CHAPTER TWO .....	8
2.0 Conceptual Framework and Methodology.....	8
2.1 Conceptual Framework .....	8
2.2 Methodology .....	10
CHAPTER THREE.....	13
3.0 Literature Review .....	13
3.1 Employment and People living with Disabilities .....	13
3.2 People Living with Disabilities in Mainland Tanzania - Context.....	15
3.3 Inaccessible Environment .....	17
3.3.1. Transport system and people living with disabilities .....	19
3.3.2 Inaccessible to information.....	22
3.4 Stigma and Society’s Negative Attitudes against People Living with Disabilities .....	23
3.4.1The Forms of Attitudinal Based Exclusion .....	26
3.4.2 Economic Attitude based Exclusion .....	26
3.4.3. Social Attitude based Exclusion .....	27

3.4.4 Political Attitude based Exclusion .....	29
3.5 Education System .....	31
3.5.1 Education system and people living with disabilities in mainland Tanzania .....	33
3.5.2 Challenges facing people living with disabilities in the Education system .....	36
3.5.3 The way forward for the challenges facing people living with disabilities in the Education System of mainland Tanzania .....	37
3.6 Legislative Instruments and Policy Environment .....	38
3.6.1 The Constitution provision on people living with disabilities in mainland Tanzania .....	39
3.6.2 The Ineffectiveness of the legislative instruments .....	41
3.6.3 The National Policy on Disability, 2004 .....	43
3.6.3 The ineffectiveness of the National Policy on Disability .....	44
3.7 Research Findings.....	46
3.8 Conclusion.....	48
3.9 Possible Strategies for Inclusion.....	50
Inclusive Environment .....	50
Training and Employment.....	50
Attitude Change.....	50
Sensitising the Public.....	51
Empowering People living with disabilities’ Organisations .....	51
Microfinance Institutions .....	51
Legislative Instruments and Policy Environment .....	51
Further Research.....	52
CHAPTER FOUR .....	53
4.1 Recommendations .....	53
Accessible Environment .....	53
Policy environment.....	53
Further Studies .....	53
REFERENCES.....	55

**LIST OF ABBREVIATIONS**

ICD-----Information Centre on Disability – Tanzania

ILO-----International Labour Organisation

LHRC-----Legal Human Rights Centre

SAHiNGON-----Southern Africa Human Rights NGO Network- Tanzania Chapter

SHINYAWATA-----Tanzania Federation of Disabled People

TLS-----Tanganyika Law Society (TLS)

UPIAS-----Union of Physical Impaired against Segregation

UN-----United Nations

UNDP-----United Nations Development Programmes,

UNESCO-----United Nations Educational, Scientific and Cultural Organisation

UNICEF-----United Nations Children’s Fund.

WHO-----World Health Organisation

## **APPROVAL**

The undersigned hereby certify that they have read the research essay entitled “**The Exclusion of People living with disabilities from Employment in mainland Tanzania.**”

Submitted by **Johnas Amon Buhori**

The research essay has been examined and approved as meeting the requirement for partial fulfilment for the award of Masters of Social Work (Social Policy and Administration Specialisation).

Supervisor.....

Signature.....

Internal examiner.....

Signature.....

External examiner.....

Signature.....

## DECLARATION

The work contained in this research essay was completed by the author at the University of Botswana between February 2011 and May 2012. It has not been submitted in either whole or part to any university for any award.

**Johnas Amon Buhori** (Student).....

Date.....

**Dr Odireleng Jankey** (Supervisor).....

**Dr Keitseope Nthomang** (Co-supervisor).....

Date.....

## **DEDICATION**

This study is dedicated to my biological parents, Mr and Mrs Amos Yona Buhori; the best parents a kid could ask for.

## **ACKNOWLEDGEMENT**

First and foremost, I thank God for strength and good health He gave me during the two years of my study at the University of Botswana for the wonderful journey of learning. Let glory be onto Him.

Would like to extend my sincere appreciation to my supervisors Dr Odireleng Jankey and Dr Keitseope Nthomang with whose supervision, patience and guidance I have managed to complete this study. I feel deeply indebted to them.

My sincere gratitude goes to all the staff in the Department of Social Work, University of Botswana for having been so resourceful in the two years I spent in the Masters of Social Work programme.

My gratefulness appreciation goes to my friends especially Joachim Bob Bigawa, Thomas Matungiro, Oduetsi Tamarula and my daughter, Eunice Thato for their moral support and motivation during the time of study. Betty Mumia your time of editing my work is highly appreciated.

Finally, I am indebted to my biological and loving parents, Mr and Mrs Amos Yona Buhori, for being a source of inspiration and support in all aspects of life throughout my studies. To my brothers and sisters, thank you so much for your continued support and love.

To all, may God bless you abundantly.



## **ABSTRACT**

This study entitled “The Exclusion of people living with disabilities from employment in mainland Tanzania”, has adopted a desk research as its methodology. As such documentary analysis in the form of literature review was used. The main goal of this study is to examine factors which contribute to the exclusion of people living with disabilities from employment in mainland Tanzania. Factors which were identified to contribute to such exclusion include the following; environmental inaccessibility; stigma and society’s negative attitude; the education system. The ineffectiveness of the available policies and legislative instruments will be access. In light with the challenges identified, the Social model of disability as a theoretical framework has been used to guide the study. The model highlights the need of society’s change of attitude and the creation of accessible and friendly working environment for people living with disabilities to be mainstreamed into the economic system. Despite the number of available legislative instruments, people living with disabilities are still discriminated against in the labour market. As a result, this study has suggested a number of intervention strategies, which, if implemented would help people living with disabilities to access employment and remain in the labour market. These interventions include; government political will to implement the promulgated legislations, creation of accessible environment and community education.

# CHAPTER ONE

## 1.0 Introduction

For many years the participation of people living with disabilities in mainland Tanzania's labour market have been limited, not because of their disablement but due to society's negative attitude of perceiving them as worthless; difficult to handle; unemployable; and not capable of doing anything (Jandwa, 2006; Said, 2006). As a result, several organisations at grassroots level, namely: Non Governmental organisations (NGOs), Community Based Organisation (CBOs), Faith Based Organisation (FBOs) and the organisations for people living with disabilities themselves have taken a lead into lobbying the government to develop programs, policies and strategies with the intention to include pertinent issues of people living with disabilities.

The issues affecting people living with disabilities have gained momentum in recent years in Tanzania. As a result the government has responded to their plight, by promulgating a good number of legislative instruments to deal with and address the challenges related to marginalisation and exclusion practices. This notwithstanding, the Legal Human Rights Centre (LHRC, 2009), pointed out a number of shortcomings in such initiatives. The shortcomings include among others; poor structures such as class rooms and toilets in schools and transport facilities which do not take into account the lives of people living with disabilities. As a result, due to inaccessible environment many people living with disabilities are still excluded against in the labour market.

As acknowledged by Nzagi (2009), the importance of employment cannot be over emphasised. Work is a source of livelihood for all human beings. It provides income, which is used for sustenance of the family as well as an alternative to break away from the poverty trap. It is highlighted that, due to discrimination against people living with disabilities, their efforts to access the vital resources are undermined and as a result, cannot make any advancement in the world of work. This study is about the exclusion of people living with disabilities from employment in mainland Tanzania. It intends to examine factors which contribute to the exclusion as well as assessing the effectiveness of the available policies, programs, legal instruments, geared towards addressing the plight of people living with disabilities.

The literature revealed that, the factors which contribute to the exclusion of people living with disabilities from employment are many and varied but also interrelated; these include: environmental inaccessibility; stigma and society's negative attitude; the education system; and the ineffectiveness of the available policies and legislative instruments (National Policy on Disability, 2004; Wilson, 2011).

### **1.1 Background to the Study**

Tanzania is the largest country in East Africa, with a population of 34.4 million inhabitants, with a population density of 38 persons per square kilometre (Analytical Report of the Population Census, 2002). Despite being a geographical giant, with abundant natural resources including diamonds, gold, fertile land and several water bodies, Tanzania is one of the poorest countries in the world ranked 164<sup>th</sup> out of 177 countries with an average national income per person of US\$400 (UNDP, 2007).

According to Tanzania National Household Budget Survey (2007) noted that 33.4% of Tanzanians lived below the national poverty datum line of \$1.1 international purchasing power parity dollar a day. This means that consumption of a Tanzanian household in which there is a person living with disabilities is 60 percent lower than the average household. Given the state of abject poverty in Tanzania, hardships are inevitable. There is widespread insecurity especially among vulnerable groups, such as elderly women and people living with disabilities. Inefficient social services and lack of resources have become a normal life style for an ordinary Tanzanian.

Tanzania has a good record of human rights and given this, it has been spearheading the peace talk processes for neighbouring countries of Burundi, Rwanda and the Democratic Republic of Congo. In fact, several individuals in the region fleeing from persecution and political instability in their countries, found safe haven in Tanzania. Actually, due to a good record of human rights, the International court for Rwandan genocide was established in Arusha – Tanzania.

Positive developments which were visible in 2008, such as the promotion and protection of human rights were the number of strategies implemented by the government to confront issues like unemployment, over-congestion in prisons, the enrolment of primary school pupils and female genital mutilation.

The government's primary goal has been to ensure the right to education for all Tanzanians, regardless of their socio-economic status or physical impairment.

However, the Legal Human Rights Centre (LHRC, 2008) revealed a number of negative developments since 2008. These include; witchcraft induced violence in particular, the killing of rural elderly women accused of being witches and the killing of people with albinism. The LHRC (2008) also observed that corruption and abject poverty continue to play a crucial role in undermining the realisation of human rights in Tanzania. Such a state of affairs hinders Tanzania's ability to reach its Millennium Development Goals. The persistence of these issues denotes Tanzania's failure to provide not only adequate but necessary health care services, education and employment opportunities to all particularly vulnerable groups in society, in particular people living with disabilities.

### **1.2 Statement of the Problem**

Tanzania has a population of 34.4 million, out of which 7.8 per cent have got one form or another of disabilities. This translates into a total of 2.4 million people living with disabilities (Tanzania Disability Survey, 2008). Their number is significant and special attention should be taken to address the challenges they face. Some of the challenges include: inaccessible physical environment, stigma and negative attitude, high level of illiteracy, lack of motivation and confidence among people living with disabilities; and poor implementation of the available legislative instruments. The implication of their marginalisation is that, are over represented among poor groups in the society.

Education has a direct link with employment, as it equips and prepares members of any society with relevant skills needed to compete in the labour market. As a result, Nzagi (2009) observed that, the importance of education cannot be overstated. Despite its significant role, people living with disabilities have limited accessibility to it. The International Labour Organisation (ILO, 2004), in its publication entitled, "Employment of People with Disabilities in Tanzania" reveals that, it is only 3 percent of people living with disabilities who receive basic education. Assessing the level of education attainment, the Legal Human Rights Centre (Undated) indicated that, the highest level of education a person living with disabilities can attain is between grade 5 and 7 years.

It is an obvious situation that the education system plays a momentous role into their exclusion from the labour market due to the following reasons: the system does not provide

them with adequate and competitive skills; and confidence to compete for the limited job opportunities.

Besides the education system, people living with disabilities still face incidents of stigma and negative attitudes in their daily lives which affect their well being and growth as human beings. For instance, the Legal and Human Rights Centre (LHRC); the Southern African Human Rights NGO Network-Tanzania Chapter (SAHRiNGON); and the Tanganyika Law Society (TLS), (2009) revealed that, in Morogoro region, “a man allegedly beat his six- year old daughter to death; the girl was living with physical disabilities and the father allegedly killed her for the purpose of cleansing the family from the curse.” Incidents as these are common in many parts of mainland Tanzania. Appropriate action therefore should be taken to implement available legislative instruments so that people living with disabilities can access programs and available opportunities.

As stated in the introduction, the government of Tanzania recognised the plight of people living with disabilities. To this end, number of initiatives were undertaken to address their challenges and these include the enactment of legislative instruments to combat and address issues related to discrimination and exclusion from the labour market. However, the available legislative instruments have not levelled their participation in the labour market. As a result, this makes unemployment a topic or area of concern. It is clear from the on-going discussion that poor implementation of the available legislative instruments compromises their inclusion in the mainstream economy.

This study on the exclusion of people living with disabilities will therefore examine the factors which contribute to the exclusion of people living with disabilities from employment. Despite the provision of the available legislative instruments, such as the constitution of Tanzania and its amendments; and the National Policy on Disability, people living with disabilities are still impoverished. Hence, this study seeks to highlight the weakness of the available legislative instruments.

This study will assess the effectiveness of these policies and legislative instruments. In order to identify their weakness and challenges, the study would assess the current situation in the labour market and the challenges facing people living with disabilities.

### **1.3 Objectives of the Study**

The goal of this study is to examine the factors which contribute to the exclusion of people living with disabilities from employment in mainland Tanzania.

The specific objectives of the study are:

- ❖ To identify factors which contribute to the exclusion of people living with disabilities from the labour market in mainland Tanzania.
- ❖ To assess the effectiveness of the available policies, programs, legal instruments and strategies meant to address exclusion of people living with disabilities from the labour market (employment).
- ❖ To propose possible intervention strategies on how people living with disabilities can be included and benefit from employment opportunities.

### **1.4 Significance of the Study**

This study is an attempt to examine the factors which contribute to the exclusion of people living with disabilities from employment. The study is significant due to the following:

- The study will assess the effectiveness or ineffectiveness of the available policies and legislative instruments.
- The study will therefore add to the existing literature on the factors which contribute to the exclusion of people living with disabilities from the mainstream economy. For the policy implementation process, the study shall be a source of literature to those interested in the area of policies around people living with disabilities, including the researchers, practitioners and students.
- It shall provide information on people living with disabilities and their plight when accessing employment in mainland Tanzania.
- Furthermore, the study has capacity to stimulate further discussion and debate on the subject.
- The study will add to the literature on which the future studies on the exclusion of people living with disabilities from employment can rely for guidance.

## **1.5 Operational Definitions of the Concepts**

### **Attitude**

Attitude refers to the psychological tendency that is expressed by evaluating a particular entity with some degree of favour or disfavour. Such attitudes are generally associated with positive or negative views of a person, as worth or worthless which means this approach possesses both positive and negative attitudes toward the item in question (Eagly and Chaiken, 1993). In case of people living with disabilities, normally it is negative attitude.

### **Discrimination**

The United Nations General Assembly defines discrimination in reference to the International Convention on the Elimination of All Forms of Racial Discrimination as any distinction, exclusion, restriction or preference based on race, colour, descent, or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing of human rights and fundamental freedom in the political, economic, social, cultural or any other field of public life (United Nations, 1999).

**Social exclusion** is a concept used in many parts of the world to characterise current and different forms of social disadvantage. Silver (2007) suggests that, social exclusion refers to the processes in which individuals and entire communities of people are systematically blocked from rights, opportunities and resources such as housing, employment, healthcare, civic engagement, democratic participation and such processes are normally available to members of society and key to social integration.

**Inclusion** is defined as a sense of belonging; feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that an individual can do the best work. Inclusion is actually a shift in society's culture. This process engages each individual and allows all members of the society or community to feel valued, which makes it essential to the success of the community.

However, for the inclusion process to be realised, it needs cultural shift, which later creates a motivational environment and facilitates higher performance (Miller & Katz, 2002).

**People living with disabilities or Persons living with disabilities**

The National Policy on Disability (2004) defines disability as “the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to temporary or permanent physical, mental or social barriers. Such a loss or limitation could be aggravated by community’s perception of disabled people.” Given the different terms or phrases used across the globe, this study has adopted the phrase “people living with disabilities” to be used as an umbrella representing all forms of disablement.

In addition, categories of people living with disabilities in Tanzania were identified during the census, namely: people with physical disabilities; the intellectually disabilities; multiple disabilities; dumb or hearing disabilities; visually disabilities and albinos (Analytics Report of Population Census, 2002). In this study therefore, these are the kinds of people referred to as people living with disabilities in mainland Tanzania.

**Unemployment** refers to a situation when people are without jobs and have actively looked for a work within the past four weeks. In addition, the unemployment rate is a measure of the prevalence of unemployment and calculated as a percentage by dividing the number of unemployed individuals by all individuals currently in the labour market (International Labour Organisation, 1983).

**Employment or work:** The International Labour Organisation (ILO) refers to all persons above specified age who during the reference period were either at work or with a job or enterprise but not at work temporarily or absent from work (International Labour Organisation, 1982).

In addition, the National Policy on Disability, (2004) defined work as any legal activity which enables a person with disabilities lives independently. Therefore, this study will use the terms; work, job or employment interchangeably.



## CHAPTER TWO

### 2.0 Conceptual Framework and Methodology

The chapter presents a conceptual framework to inform and guide the study on “The Exclusion of People living with Disabilities from Employment in mainland Tanzania.” The methodology used to collect literature materials is discussed as well.

### 2.1 Conceptual Framework

The study on the exclusion of people living with disabilities from employment in mainland Tanzania will be informed and guided by the Social model of disability. The origin of the Social Model of disability can be traced to the civil rights movements in the United Kingdom in the 1970’s. This approach was developed by Union of Physically Impaired Against Segregation (UPIAS). To this end, in 1975 the Union of Physically Impaired Against Segregation (UPIAS, 1976) concluded that, it is the society which disables people living with disabilities. Therefore, disability is something imposed on top of their impairment in the way they are unnecessarily isolated and excluded from full participation in the society.

The Social Model of Disability was given an academic credit through the work of Vic Finkelstein (1980); Colin Barnes (1991); and Mike Oliver (1990). Mike Oliver is therefore seen as a proponent of the approach. Later, the Social model of disability was adopted by other countries and extended to include all people living with disabilities (Shakespeare & Watsons, 2002).

Social Model of Disability is based on the distinction between the terms “Impairment” and “Disability”. Impairment is defined as lacking part or all of a limb, or having a defective limb, organ or mechanism of the body. It is considered therefore as a personal identity and a medical condition of such individual. On the other hand, Disability is defined as the disadvantage or restriction of activity caused by a contemporary social organisation which takes little or no account of people who have physical impairments and thus excludes them from participation in the mainstream of social activities (Finkelstein, 1975 &1980; UPIAS, 1976).

The Social Model of Disability argues that, although individuals may have various limitations in terms of their impairments, the degree and nature of the disability, their experiences will be

the result of the society's arrangements which do not support their social, economic and cultural participation (Carson, 2009).

The Social model of Disability was deemed sufficient to guide and inform this study entitled "The Exclusion of People living with Disabilities from Employment in mainland Tanzania" because: the approach was developed by people living with disabilities and were determined to see the changes and shift in the way society is constructed and organised. As a result, people living with disabilities are excluded from mainstream economy (Carson, 2009). People living with disabilities in mainland Tanzania can therefore apply this approach to lobby the government for their inclusion at work, education and accessible environment.

The social Model of Disability sees disability as a socially created problem and not at all an attribute of an individual. Offering a solution, Nzagi (2009) indicated that, disabilities demands a political response, since the problem is created by an unaccommodating physical environment brought about by attitudes and other features of the social environment. Wilson (2011) concludes that, the government is aware of the social exclusion and discrimination facing people living with disabilities. However, it is not known what is lacking for people living with disabilities to be given equal access to education and inclusive environment which can be used to integrate them into labour market.

Mmatli (2007) cited Munford and Sullivan (1997) pointed that, we cannot afford to ignore the applicability of the social model, as it helps to explain the factors which contribute to the poverty state of people living with disabilities. They are the poorest of the poor; cannot find a job, and when they get one, it usually has low status and less value. As a result, people living with disabilities have reduced life chances and are generally marginalised.

In addition, the Social Model of Disability is applicable to the study in understanding disability issues as it shifts the blame away from the individual to the societal arrangement that discriminates against people living with disabilities and excludes them from livelihood activities, such as employment.

People living with disabilities are disabled by the fact that, are excluded from participation within the mainstream of the society as a result of physical, organisational and attitudinal barriers. These barriers prevent them from gaining equal access to employment (Yeo, 2001).

As observed by the Legal Human Rights Centre (2009), the environment in mainland Tanzania is inaccessible which excludes people living with disabilities from participating in the labour market. The government and society at large therefore should create accessible environments for all to have equal accessibility.

The model actually identified systemic barriers, negative attitudes and exclusion of people living with disabilities from their society; which means that, society is a main contributory factor in disabling people to access available livelihood resources (National Policy on Disability, 2004).

This study therefore, intends to examine the factors which contribute to the exclusion of people living with disabilities from employment in mainland Tanzania through the Social model of disability lenses.

## **2.2 Methodology**

Secondary data is the existing information that has been gathered for some purpose outside the planning process. Obtaining Secondary Data in practice normally means “desk” or “library” research. Information can be obtained from the data that is routinely collected by the planning organisation or from external sources. External data are gathered by other organisations either for their own use or for commercial use. General sources of external data are for instance, various computerised databases, associations, government agencies, libraries and newspapers (Boslaugh, 2007). This study utilises the desk research methodology, where available data online and in the library are consulted and used. Hence, documentary analyses make use of newspapers, books, journals and online materials to list but a few.

The major advantage of working with secondary data is very economical; due to the fact that, these data are already collected with someone else. The researcher does not have to devote resources when dealing with this phase of research. Even in event when the secondary data set have to be purchased, the cost is almost certainly lower compared to where a researcher is required to collect and process the similar data set from a scratch.

There is also a savings of time because the data are already collected and stored in electronic format; in case of books, can be accessed in the library. This allows the researcher to spend a bulk of the time analysing the available data (Heaton, 2004).

Therefore, given that this study is a desk research, extensive literature review was conducted on socio economic limitations encountered with people living with disabilities in the various regions of the world with the view to inform and guide the study. Relevant sources identified and reviewed include the following:

- ❖ Literature gives models and global experiences on the exclusion and marginalisation of people living with disabilities. Such literature is rich on the architecture and design of successful inclusion of people living with disabilities into mainstream economy and it articulate the weakness and strength of available legislative instruments at national levels.
- ❖ The study has reviewed the literature and case examples from African countries such as: South Africa, Botswana, Zambia, Ethiopia, Rwanda, Kenya and Uganda. In Asia (India and Afghanistan); and in Europe (England). The literature were reviewed from United Nations agencies report, such as: International Labour Organisation (ILO), United Nations Children’s Fund (UNICEF), United Nations Development Programmes (UNDP), United Nations Educational, Scientific and Cultural Organisation (UNESCO), World Health Organisation (WHO) and World Bank (WB) The reports and publications from these countries and United Nations agencies were used to examine pertinent issues in the daily live of people living with disabilities. In these countries government and stakeholders are making effort to include people living with disabilities to livelihood activities.
- ❖ Another aspect of literature reviewed; focused on people living with disabilities in mainland Tanzania was drawn from the following organisations: HakiElimu, Information Centre on Disability Tanzania (ICD), The Legal and Human Right Centre (LHRC), Leonard Cheshire disability- National Cheshire Services in Tanzania and Tanzania Federation of Disabled People (SHINYAWATA). The author’s arguments and findings provide a comprehensive literature review, which not only indicates gaps but also provides a direction for the discussion.

- ❖ The major sources of information were text books, journals, articles, both in the University library and online which deals with the socio-economic circumstance of people living with disabilities.
  
- ❖ The major used search engines were Google scholar, Science direct, Springer link, Engender and Pub med centre. These search engines were accessed for literature which discusses employment or work obstacles, social exclusion, discrimination, stigmatisation, negative attitude, intervention studies, policy formulation and academia. The sources of data which were accessed and used in this study are those that were published between 1980 and 2011. There was no complication during the process of accessing these sources from online, books, journals and newspapers from the library.

## **CHAPTER THREE**

### **3.0 Literature Review**

A considerable body of literature that exists seeks to explain the factors which contribute to the exclusion and discrimination of people living with disabilities from employment. The literature on their marginalisation and exclusion pointed out to the following factors, namely: inaccessible environment; stigma and society's negative attitude and education system. The chapter reviews literature on policies and legislative instruments on people living with disabilities. The policies and legislative instruments will be reviewed for their effectiveness or ineffectiveness into streaming people living with disabilities to equally benefit from limited employment opportunities that exists in mainland Tanzania. Lastly, conclusion will be drawn and strategies for the inclusion of people living with disabilities suggested for them to have an access to employment opportunities.

According to the International Labour Organisation (ILO, 2011), there are approximately 650 million people in the world living with disabilities, of which 470 million are of working age. Out of the total number of the working age, it is only 20 percent who are employed and of this number, 80 percent live in developing countries. Identifying the major causes of disablement in Africa, the World Health Organisation (WHO, 2004), listed the following: poliomyelitis and leprosy, accidents which include road accidents, wars, land mines and trauma and lastly the congenital and non infectious diseases. Edmonds (2005) revealed that, at one point in life everybody will have one form of disabilities or another. Hence, proper action should be taken to address the marginalisation and exclusion of people living with disabilities from employment. This is in line with the goal of this study, which is to examine the factors which contribute to the exclusion of people living with disabilities from employment in mainland Tanzania.

### **3.1 Employment and People living with Disabilities**

From time in memorial, people living with disabilities have had experiences of being excluded, marginalised and discriminated from the world of work due to the myth that, are inherently unemployable (Riesen & Mason cited in Turmusani,2003). Elwan (1999) argued that, job discrimination remains one of the most dominant barriers to increased employment for people living with disabilities.

Today, despite concerted efforts from international organisations such as International Labour Organisation (ILO) to advocate for equal opportunities offered by the labour market, people living with disabilities are still experiencing socio-economic, political and cultural marginalisation and exclusion from all aspects of livelihood (ILO report, 2011). Given the above, people living with disabilities are generally inactive participants in socio-economic life due to limited opportunities available and the exclusion they face in the labour market.

As observed by the International Labour Organisation (2007), employment is a source of livelihood; a fundamental human right; and centre for every person's well being. Through employment, an individual can secure income, pave a way for broader socio-economic advancement, develop and strengthen his or her individual status, that of the families and communities. Actually, not only does employment provide aspiration and security but also social protection for an individual and the family at large. It is therefore a key element in the eradication of poverty and improvement in the quality of lives.

However, as pointed out by Bakhshi and Trani (2006), due to discrimination and marginalisation, people living with disabilities are excluded from this source of livelihood and are left to live in abject poverty. As a result of exclusion from the labour market, the majority of people living with disabilities are left with the option of begging and depending on others for their basic needs such as food, shelter and clothing.

Assessing labour market and employment rate for people living with disabilities in United Kingdom, Burchardt (2000) revealed that, they make up to over one in ten of the working age of the population. Furthermore, Emerson and Hatton (2008) argue by showing differences of economic status and prevalence of poverty among families having a person living with disabilities and those without. In fact, families having a person living with disabilities are at a risk of living in poverty, to be in debt and delay to pay bills for telephone, electricity, gas and living without any savings. A person living with disabilities, demands much care from a family member who is supposed to be at work. The time therefore spent taking care of the person goes unpaid, which in turn causes poverty and lack of livelihood in these families. In addition, despite the effort of the government to promote employment and encourage employers to help those in need of employment; people living with disabilities remain under represented in the work force and over represented among those in low incomes.

Emphasising the importance of work for all human beings, Snyman (2009) noted that, the value attached to work cannot be ignored. Employment or work is important not only for abled-bodied persons but also to people living with disabilities. Actually, due to the real value of work in the society in terms of sense of human dignity, positive self image and as a source of income, people living with disabilities value it highly than the abled-bodied individuals. Therefore, work has economic, social and personal value attached to it. However, despite the socio-economic values attached to employment, people living with disabilities have been excluded from this source of livelihood.

Assessing the value of work or a job in mainland Tanzania, Nzagi (2009) revealed that, the importance of employment cannot be over stated. Work is a source of livelihood for all human beings, it is actually more vital to people living with disabilities as a source of income and personal dignity, which later is used to improve the living standard of their families as well as an alternative to break away from the state of abject poverty. It is stressed that due to marginalisation against people living with disabilities, their access to employment is limited and face several obstacles as well as constraints.

### **3.2 People Living with Disabilities in Mainland Tanzania - Context**

The United Republic of Tanzania which will be referred to as mainland Tanzania throughout this study which excludes the island of Zanzibar has a population of 33.4 million people. However, the population of people living with disabilities in mainland Tanzania is quite controversial on the following grounds: initially the government used the provision of 10 percent of every population being disabled from World Health Organisation. Then after the population and housing census of 2002, their population was recorded at 676,502 with a prevalence of 2 percent (Analytical Report of Population Census, 2002).

Responding to the low number of people living with disabilities, the report revealed that the low prevalence rate might have been caused by the setting of the questions on disablement. It was actually the first time for such a question to be included in the Census and it might have been poorly asked by the Census personnel who might have been unaware of issues around disablement (Analytical Report of Population Census, 2002).

The government took an initiative to conduct a survey on people living with disabilities in 2008 and the results revealed that, 7.8 percent of the population is disabled, which translates to 2.4 million people to be living with disabilities (Tanzania Disability Survey, 2008).



The Survey indicated that the disablement cases in Tanzania have increased from 2 percent in 2002 to 7.8 percent in 2008 which shows an increase of 5.8 percent (Tanzania Disability Survey, 2008). This figure is significant, proper measures therefore should be taken by the government to constantly conduct survey on people living with disabilities in order to understand challenges and issues affecting their wellbeing.

The increase in number partly is associated with the government not having reliable figures on people living with disabilities. Their number has been based on estimates. It was until 2002 when the question on disablement was included in the Housing and Population Census. Moreover, in 2004 the government promulgated the National Policy on Disability in 2004 and in 2008 the government conducted a survey on people living with disabilities to clarify and establish a clear picture on the number of people living with disabilities (Tanzania Disability Survey, 2008).

A high prevalence rate was recorded in rural areas at 8.4 percent while in urban areas it was at 6.5 percent. In addition, categories of people living with disabilities were identified during the census, namely; people with physical disabilities with the largest proportion of 47.9 percent, followed by intellectual disabilities 16.3 percent, and multiple disabilities 13.3 percent, while dumb or hearing disabilities with 13.1 percent, visual disabilities and albinism recorded below ten percent altogether. The five leading regions among 20 regions of mainland Tanzania are Dodoma, Arusha, Kilimanjaro and Tanga (Tanzania Disability Survey, 2008).

It is important to note that, a number of initiatives were undertaken to address their plight, these includes: the promulgation of legislative instruments and policies to address anti-discriminatory practices against people living with disabilities in the labour market, namely; The disabled Persons Employment Act of 1982 No.2, the Labour Relations Act Draft and the Disabled persons Regulation of 1985. In the same year 1985, the government enacted another important regulation on employment for people living with disabilities known as “Tanzania Disabled Persons (Employment) Regulations” in which all registered employers are required to reserve at least 2 percent of their jobs for registered people living with disabilities and National Employment Promotion Services Act of 1999 (The Constitution of Tanzania and its Amendments, 1977).However, these efforts have not yielded any tangible results, as the majority of people living with disabilities still have no access to employment (Nzagi, 2009).

Addressing issues related to discrimination, marginalisation and attitudes which lead to the exclusion of people living with disabilities from employment; Tanzania Disability survey (2008) revealed that, 30 percent of adults living with disabilities are unemployed. It is only 5 percent who are in the labour market, earning a low salary and 9 percent noted to have lost their jobs. These figures are alarming and need government to take measures. It is therefore the goal of this study to examine factors which contribute to the exclusion of people living with disabilities from employment in Tanzania; with the view to inform the policy makers of the ineffectiveness and weakness of the available policies and legislative instruments.

Various literatures from international, regional and local level respectively have identified the following factors which contribute to the exclusion of people living with disabilities from employment. The identified factors includes; inaccessible environment, transport system, inaccessible to information, stigma and negative attitude (Edmonds, 2005; Elwan, 1999, UNICEF, 2007; Barnes, 1992; Loeb et al., 2008; Rutachwamagyo, 2008; Chuwa, 2010; National Policy on Disability, 2004; and Wilson, 2011) to name but a few. These factors are briefly discussed below.

### **3.3 Inaccessible Environment**

The International Labour Organisation (ILO 2011) reported that, people living with disabilities are among the most economically impoverished, politically marginalised, socially excluded and hidden by their societies or families. The opportunities for them to emerge from poverty are limited, in some cases not available at all due to limitations which are associated with inaccessible environment around their lives.

The World Health Organisation (WHO) and World Bank (WB) report on Disability, (2011) revealed that, the on-going environmental discrimination is the major limitation to access employment in formal and informal sectors. With such limitation people living with disabilities cannot leave their home and attend interviews. As a result, it is difficult for them to benefit from livelihood activities and live decent lives.

While considering “Disability and Development in Asia and Pacific”, Edmonds (2005) contended that, inaccessible environment is still a major barrier for people living with disabilities to actively participate in social and economic activities.

Physical barriers are known to prevent full participation and reduce the economic and social output for people living with disabilities in Asia and Pacific. Therefore, people living with disabilities are poor due to the facts that are denied access and opportunities for employment to earn a living.

India Base line (2009) highlighted that, inaccessible environment is still a huge obstacle for people living with disabilities in India, as many buildings are constructed without taking into account the lives of people living with disabilities. For example, many of these buildings have no ramps and washing rooms friendly constructed for the use of people living with disabilities. Furthermore, some official buildings have very slippery floors; this excludes people living with disabilities from accessing any livelihood activities available. These limitations force people living with disabilities to avoid using such buildings even when offered a work opportunity.

Using data from developing countries, Elwan, (1999) concluded that, people living with disabilities are much less likely to engage in economic activities than the rest of the population due to inaccessible environment around them. Furthermore, Lang (2007) asserts that, in South Africa the situation is not different despite the very liberal constitution; there is high rate of unemployment for people living with disabilities as a result of lack of physical infrastructure which prevents them from physically leaving their homes.

Twinamatsiko (2006) noted that, in Uganda, the physical environment is inaccessible for people living with disabilities to access all facilities necessary for their basic livelihood. For example, in Kabale district, not only does the area being mountainous limit their mobility but also many buildings in the area have narrow entrances. When people living with disabilities want to access such places have to leave their wheelchair and crawl over the stair and return later. A situation as this not only limits people living with disabilities to access labour market opportunities from these buildings but also carrying out their daily activities.

Further, Yeo (2001) citing Uganda as well, pointed out that, environment discrimination still excludes people living with disabilities. The physical environment is constructed without taking into account the lives of people living with disabilities. For example, many buildings have narrow entrances, inaccessible public transport, scarcity of information, lack of sign-language, without all these facilities people living with disabilities cannot access employment opportunities available.

The National Policy on Disability (2004); and Wilson (2011) in agreement revealed that, inaccessible environment is a major barrier which excludes and discriminates people living with disabilities from employment in mainland Tanzania. Due to the contributing factors therefore, people living with disabilities cannot access education, information, transport and later on, are marginalised from the employment sector as have no means to enable them compete for different employment opportunities available for all citizens.

In addition, the Legal Human Rights Centre (2008) observed that, the environment in mainland Tanzania is unfriendly and still excludes people living with disabilities from participating in the labour market. The inaccessible environment around people living with disabilities cannot be ignored as it plays a great role towards their exclusion from labour market. Hence, the government and society at large should create inclusive environment for all to have equal accessibility.

Due to inaccessible environment around people living with disabilities globally the transportation system in many countries is constructed without taking into account their needs. Hence, the next subsection addresses the challenges encountered with people living with disabilities when accessing transport system, globally and mainland Tanzania in particular.

### **3.3.1. Transport system and people living with disabilities**

Transport is an important enabler of any effort to fight poverty through enhancing access to livelihood activities, such as: education, employment, and social services. However, United Nations Children's Fund (UNICEF, 2007) stated that, public transport imposes limitation to increasing school enrolment for children and youth living with disabilities. Furthermore, the public transport system in several areas in Britain is practically inaccessible and when using it, is very exhausting and tiresome. It is important to note that, people living with disabilities who are employed, pays more to travel to and from work, due to extra charges for their assistive tools. This therefore creates a major barrier to successful integration of people living with disabilities into the economic mainstream, employment in particular.

The World Health Organisation (WHO) and World Bank report on Disability (2011) revealed that, in many countries transport systems, such as the roads, buses and terminals are inaccessible for people living with disabilities. It is designed and organised in a way which does not take into account the lives of people living with disabilities.

With such limitation, people living with disabilities are discriminated against and cannot utilise it like other members of the society, are actually left without any means to escape from poverty trap.

In addition, Ashton (1999) indicated that, many jobs are advertised in different media, namely; in the news papers, radio, television and on the internet. Due to the inaccessible environment, let alone the low level of literacy among people living with disabilities; even those who can, due to inaccessible public transport, may not attend the interview or try to apply for the advertised job.

Emphasising on the challenges facing people living with disabilities when accessing transport facilities in many counties, Ashton (1999) noted that, many bus drivers do refuse to allow a person living with disabilities to get on a bus or charge extra cost for carrying a wheelchair. Due to these limitations, people living with disabilities cannot travel; end up being over protected, hidden and face exclusion from society and later on cannot participate in labour market.

In addition to that, an increasing number of jobs in Britain's labour market require workers to have a driving licence, though some people living with disabilities are unable to drive due to the nature of their disablement and cannot learn such skills due to lack of money to do so. Given such a limitation of lack of driving skills, people living with disabilities cannot be offered a job (Barnes, 1992).

According to the Child Health Policy Institute and the South African Federal Council for Disability (2001) due to inaccessible public transport, people living with disabilities cannot access employment opportunities even when there is a mechanism to promote employment opportunities; all the efforts end up in vain. Hence, people living with disabilities are marginalised in the labour market and have nowhere to be seen.

Grut and Ingstad (2005) observed the transport system in Kenya and noted that, lack of transport facilities excludes people living with disabilities from participating in the labour market as it limits their movements. Public commuters do not accommodate for a wheelchair user as a result, people living with disabilities cannot move freely as have to pay double fare including carrying a wheelchair. This kind of practices compromises the efforts of people living with disabilities to actively participate in labour market.

Addressing the importance of transport system to all human kind, Rutachwamagyo (2009) asserts that, without the ability to travel people living with disabilities cannot benefit from any intervention in the health care, education and socio – economic activities; when it happens, it is at a very minimal level. Transport is therefore central as it is the enabler of most other strategies which can be used to fight against social exclusion against them. He further emphasised that, transport sustains livelihoods by providing access to services, goods, facilities and information.

Rutachwamagyo (2009) further observed that, the consequence of liberal market cannot be overemphasised as it affects all the members of society. Many African countries have privatised transport system and market demand determines the prices to be paid for the service. As a result of this, people living with disabilities are forced to pay extra for assistive devices and this becomes a source of stress, fatigue and accidents. In addition, the congestion in public transport has left people living with disabilities without personal security. Actually many of them are scared to accessing transport system; with this fear, is an obviously situation that people living with disabilities are excluded from labour market.

It is reported by Chuwa (2010) that, about 40 percent of people living with disabilities in mainland Tanzania have limitation to access public transport. As a result, do not attend school and later on cannot compete for available employment opportunities. In addition, the Legal and Human Rights Centre (LHRC), the Southern African Human Rights- NGO Network-Tanzania Chapter (SAHRiNGON) and the Tanganyika Law Society (TLS) (2009), indicated that, in a large city like Dar es Salaam, people living with disabilities are normally neglected by commuter buses given their wheelchair means of transport which is considered by many commuter drivers to occupy large space for more passengers.

Addressing the challenge of inaccessible environment, Robi (2011) stated that, the National Committee for People Living with Disabilities on Road Safety (NCPDRS) has launched special road signs designed to protect them across the country. The Chairperson of the Committee emphasised when he noted, the aim is to enable drivers and other people to be responsible and careful while on the roads. The signs were designed as a way of preventing and guarding people living with disabilities from avoiding road accidents. For their effective use, these signs would be instituted near schools, hospitals, public areas and entertainment places.

The initiative as this if well supported and nurtured would encourage people living with disabilities to access roads and take advantage by fully participating in economic activities.

Despite the influence of information to today's globalised world such as internet and newspapers and other media of communication to list but a few to every member of the society, people living with disabilities have no access to it. Due to inaccessible environment which reinforces inaccessible to transport system; people living with disabilities do not have access to information. Mainland Tanzania is without exception in this regard given the fact that, people living with disabilities are excluded from accessing information which would assist them to secure employment.

### **3.3.2 Inaccessible to information**

The evidence from United Kingdom shows that, people living with disabilities face discrimination at the initial point when the job is advertised. The design of the advert and the means of communication used do not take into account their needs such as: the level of literacy and the type of media relevant to them. Hence, people living with disabilities are marginalised and cannot access such vital resources which could be useful for their integration into the mainstream economy, employment in particular (Barnes, 1992).

People living with disabilities have limited access to information especially through radio stations newspapers and television, commonly used in Sub Saharan African region. As a result, people living with disabilities are discriminated against from accessing information on agricultural development projects which is the back-bone to many individuals and governments in the region. In some cases where the information is made available to the public, it does not take into account the needs and aspirations of people living with disabilities (Lwanga-Ntale, 2003; Yeo, 2001).

Further still, Grut and Ingstad (2005) observed that, people living with disabilities have the same challenges. For instance, when they get access to information, it is usually late and cannot benefit from the given information. As a result, the inaccessibility to information compromises the quality of lives for people living with disabilities, as cannot access information about employment or labour market opportunities.

Considering the challenges encountered by teachers in Ethiopia and Rwanda, Lewis (2009) pointed out that, many schools lack information on the needs of people living with disabilities. Actually, teachers are inadequately trained to handle and deal with various forms of disablement. Many people in the community ignore the fact that people living with disabilities, have the right to access information.

Assessing the situation of people living with disabilities in mainland Tanzania, Chuwa (2010) concluded that, 35 percent of people living with disabilities have no access or have a problem with accessing available information. From these remarks, it is clear that people living with disabilities do not have access to information regarding the livelihood activities.

The Social model of disability has demonstrated that, people living with disabilities are disabled with the environment constructed around them which do not take into account their needs and aspiration. The poor constructed environment in mainland Tanzania is a result of societal arrangement which stigmatises and carries on societies' negative attitudes against people living with disabilities by perceiving them as liability in many societies.

### **3.4 Stigma and Society's Negative Attitudes against People Living with Disabilities**

The word "disability" often carries with it negative connotations, actually among Shona speaking Zimbabweans, the word disability translates as nonhuman (Loeb et al., 2008); in some cultures disablement is seen as a punishment for transgressions committed in previous lives. It is therefore common for people to feel stigmatised or ashamed to identify themselves as disabled (Loeb et al., 2008).

In many African countries, such as South Africa, Malawi and Uganda, the birth of a disabled child is generally considered as tragedy and misfortune to the family. It is not uncommon for such a child to be perceived or seen as a "liability" or a "curse" and without any future prospect (the Child Health Policy Institute and the South African Federal Council on Disability, 2001;Phalula, 2006;Lwanga- Ntale, 2003).

Further, the cost involved to raise the child living with disabilities is very high for poverty stricken families. Actually, the birth of disabled children contributes to the increased rate of single female headed families, as many husbands divorce and leave the women as a result (the Child Health Policy Institute and the South African Federal Council on Disability, 2001;Phalula, 2006).



However, in Uganda, they may not divorce, but the husband responds by finding another woman who may not give a birth to a disabled child (Lwanga- Ntale, 2003; Kamya, 2006).

Ntapu, (2004); Mmatli, (2007) argued that, due to negative attitude towards people living with disabilities in Botswana, those in formal employment do not benefit at equal level with their counterparts, the non disabled persons' with skill and training development. When there is an opportunity for further training which intends to promote skills development, due to perceived attitudes, people living with disabilities do not benefit like non disabled persons for the same opportunity as many employers still consider special schools as a best alternative where people living with disabilities can get the same training.

Exposing attitudinal discrimination at community level, when a person living with disabilities joins informal sector or labour market cannot compete well with non disabled person counterpart due to stigma. This is the situation in Uganda's informal sector where a disabled lady selling food in one of Kampala's streets. Since she has to crawl on the ground, in order to attend to different customers, many people around, due to attitudinal discrimination, considers her as "dirty" (Lwanga- Ntale, 2003).

The existing negative attitudes against people living with disabilities are a result of social construction, which isolates and label people living with disabilities as worthless. This label excludes people living with disabilities from the development process and doing little or nothing to construct socio-physical environmental which is friendly and conducive for all to play an active role in economic activities such as employment (Kamya, 2006; Twinamatsiko, 2006).

Rutachwamagyo (2008) observed the society's negative attitude towards people living with disabilities when he asserts that, the birth of a child with disabilities is perceived or viewed with suspicion as it is commonly associated with wrong doings committed by parents or grandparents against God, gods or ancestral spirits. In Tanzanian societies, the blame is often on women for such misfortune in the family. People living with disabilities are still confronted with negative attitudes from the society around them. As a result of society's negative attitudes, a person living with disabilities cannot be allowed to socialise with other members of the family and later on cannot be confident to apply for available job opportunities.

Further, Rutachwamagyo (2008) observed that, in pastoralist and nomadic societies, where the means of livelihood is livestock rearing and gathering wild fruits, infanticide is committed on the excuse that such child cannot withstand long distance walks when the environment becomes harsh or attacked by wild animals. As a result, this not only causes the family dysfunction but also the society responds by stigmatising and discriminate against such a child from childhood onwards during the growth process.

Admitting on the increase of stigma and negative attitudes against people living with disabilities, the Deputy Minister of Health, Dr Lucy Nkya revealed that, people living with disabilities face high level of stigma which in turn compromises their basic human rights such as, education, income generating initiatives and employment; and take away their human dignity. She appealed to Tanzanians to change their attitude and create a suitable environment for all to enjoy at equal level (Ubwani, 2011).

Chuwa (2010) asserts that, at least 25 percent of people living with disabilities due to negative attitudes of the society find it difficult to take part in different economical activities. Ubwani, (2011) offered part of the solution when suggested; there is a need for people living with disabilities to transform their own attitudes by striving for inclusion in the mainstream economy. This would improve their status not only in their families but also at society level. In addition, people living with disabilities have to accept themselves first by taking active participation in different socio-economical activities at the grassroots level.

Further, International Labour Organisation (2007) noted that, hundreds of millions of people generally suffer from discrimination in the world of work. This does not only violate their fundamental human rights but also increases social and economic consequences. It suppresses opportunities, wasting the human talent needed for economic progress which in turn may cause social tensions and inequalities. As a result, the population of people living with disabilities in any society is significant. It is the responsibility of every individual to change his or her negative attitudes in order to create an inclusive society for all.

The factors which contribute to the exclusion of people living with disabilities as listed and discussed above are not only varied but also interrelated to each other. These factors enforce each other toward excluding people living with disabilities in mainland Tanzania. Lwanga-Ntale (2003) has identified three more factors, which he named as forms of attitudinal based exclusion.

These forms can as well be considered as contributing factors to the exclusion of people living with disabilities from employment.

### **3.4.1 The Forms of Attitudinal Based Exclusion**

This study has identified three forms of attitudinal based exclusion, namely; economic, social and political:

### **3.4.2 Economic Attitude based Exclusion**

Metts (2004) pointed out that, due to institutional segregation together with limited expectation on which these systems are based, have worked against economic inclusion of people living with disabilities. It has actually perpetuated their isolation and reinforcing longstanding economic attitudes based exclusion. As a result, their abilities are still impaired, and cannot make any social and economic contribution not only to their own lives but also to the welfare of the families.

Assessing labour market in United Kingdom (Barnes, 1992) observed that, employers tend to hide their economic attitudes based exclusion especially to strangers against people living with disabilities. The employer may legitimise discrimination in a number of ways, for instance, may say the jobs are not suitable for people living with disabilities, or there was no applicant and sometimes, may present their premises to be unstable for people living with disabilities.

It is important to note, development is about reducing economic and social discrimination and to bring the marginalised people such as people living with disabilities into the mainstream economy so that can attend school, go to work, get on buses, access buildings and internet just like any other citizens. However, the needs of people living with disabilities are rarely addressed within the development initiatives implemented worldwide, which perpetuate their exclusion and discrimination from livelihood activities and eventually are isolated from this route of development (Edmonds, 2005).

Commenting on economic attitudes based exclusion of employers Kangere (2003) indicated that, employers view people living with disabilities as unemployable, actually a burden, and will do anything possible not to short list their names for interviews.

It is common nowadays for employers to demand job experience while knowing such an individual has never worked. In addition, the economic based exclusion has strong roots in the obstacle to participate in livelihood activities, especially those of income generation nature. In fact, people living with disabilities normally do not have access to financial resources and are being denied credit facilities. For example, due to economic attitudes based exclusion when people living with disabilities try to join credit groups, the able bodied group members refuse for the fear that, cannot afford to pay back the loans (Lwanga-Ntale, 2003).

Furthermore, considering economic attitudes based exclusion within the family and at community level, people living with disabilities due to mobility restriction cannot compete well with able-bodies in informal sector. In fact due to pity feeling from the society, children living with disabilities are not subjected to hard tasks such as agriculture activities or skills development. They are over protected to learn new skills which affect their growth as human being who need to live independent (Yeo, 2001; Lwanga-Ntale, 2003).

Looking at the economic status of people living with disabilities in mainland Tanzania, Lerisse et al., (2003) concluded that, are poor, without any asset at all to depend on. As a result, people living with disabilities depend much on their relatives who are either poor as well or have negative attitude towards them.

### **3.4.3. Social Attitude based Exclusion**

Turmusani (2003) cited an example from the Middle East, Jordan in particular and observed that, people living with disabilities are kept way from the mainstream economy on the ground of religion. This is due to the reason that many countries in this group are dominated by religious beliefs and disablement or impairment is continuously seen as a punishment from God. Families having persons living with disabilities are therefore stigmatised and excluded from livelihood activities.

Numerous studies have reported that, due to society attitude based exclusion towards people living with disabilities, when a disabled child is born, many husbands divorce their wives because cannot cope with such a child in the house. A child living with disabilities is regarded as a liability to the family; actually without any future prospect.

In a situation as this, the child cannot be taken to school and later on, cannot access employment opportunities (see Lwanga-Ntale, 2003 [Uganda]; Grit and Ingstad, 2005

[Kenya]; Lang, 2007 [South Africa]; Child Health Policy Institute and the South African Federal Council on Disability, 2001).

Furthermore, Ingstad, (1997); Livingston, (2005) revealed that, people living with disabilities are hidden and invisible. In Botswana for instance, due to society attitudes based exclusion of the family members and society at large, people living with disabilities are hidden behind doors and not allowed to be in contact with other community members. Such practice not only denies people living with disabilities their potential for growth and developing survival skills but also excludes them from the mainstream economy later in their lives.

Due to the fact that children and youth living with disabilities are rarely given an opportunity to go to school, they lack basic skills from early age of their development or growth. The situation as this is attached to some parents feeling ashamed to expose their children living with disabilities to skill development activities. It is common for children living with disabilities, to hassle in school due to unfriendly environment. In some cases, teachers lack adequate training to dealing with various forms of disablement as well as the stigma and negative attitude from their peers (Grit & Ingstad, 2005).

The existing inequalities against people living with disabilities are a result of social construction, which isolates and labels people living with disabilities as worthless. This label excludes them from the development process and doing little or nothing to construct a socio-physical environmental which is friendly and conducive for all to play an active role in economic activities such as employment (Kamya, 2006).

The impact of society attitudes based exclusion therefore varies from missed opportunities in in the family, education to non participation in development activities, which discriminate against people living with disabilities from livelihood activities such as employment opportunities (Lewis, 2009; the Child Health Policy Institute and the South African Federal Council on Disability, 2001). Despite the level of development and transparent constitution, it is very devastating to note that, in South Africa, the unemployment rate for people living with disabilities is alarming at 97%. However, their situation is compounded with society attitudes based exclusion held by local communities, who perceive them as being under the influence of witchcraft or are paid for the sins of their ancestors (Lang, 2007).

The LHRC, SAHRiNGON and TLS (2009) revealed that, due to society attitudes based exclusion held against people living with disabilities in mainland Tanzania, they are killed

due to the beliefs that children living with disabilities are seen as a burden to the family. For instance, the above mentioned organisations reported that in Morogoro region, a man allegedly beat to death his six-year old daughter who was living with physical disabilities for the purpose of cleansing the family from the curse. A case as this shows deep rooted social attitudes based exclusion against people living with disabilities which continue to isolate them socially leading to their exclusion from education and ultimately employment.

Said (2006); Mapunda (2006) in their conclusion on social attitude based exclusion assert that poverty among people living with disabilities in mainland Tanzania is associated with deep rooted attitude of families, communities and government of marginalising them from development programs, namely; income generation activities, education and employment. Thus, despite the importance of employment to all human beings, live alone the fact that it is human rights; people living with disabilities continue to face the exclusion from employment in Tanzania.

#### **3.4.4 Political Attitude based Exclusion**

Numerous studies have shown that, the political attitude based exclusion has its roots on how an individual developed disablement. For example, those who get or become disabled while working in the mine or in war have better treatment or are not excluded from community activities. This is the case in Botswana, Rwanda and Ethiopia. There is distinction made from the causes of disablement especially in Africa (Ingstad, 1997) [Botswana]; and Lewis, (2009) [Ethiopia and Rwanda]. Since the community treats well those who have developed disablement in mines or wars; people living with disabilities can use it as a stepping stone to come together and lobby for their inclusion in decision making. Their number can be increased in political positions, hence influencing decisions for change of attitudes and inclusive environment which would result into increment of their number in labour market as well.

Given to the political attitude based exclusion, people living with disabilities in Uganda revealed that, are rarely invited for community meetings when invited, though on few occasions their opinions are never taken into consideration or serious. However, they attach such practices of discrimination and marginalisation to poor and insufficient organisation of the National Union for Disabled Persons in Uganda which lacks influence at village level (Lwanga-Ntale, 2003). It is unfortunate for people living with disabilities in Uganda, since meeting as this, in many African societies, that's where the opportunities available in the

community are publicised. Hence, for the community members who cannot attend these meetings are not informed and cannot exercise their political powers at grassroots level as well as competing for available opportunities in labour market in their immediately community.

Rutachwamagyo (2008) highlights that, due to society's prejudices and the political attitude based exclusion that non disabled people should think, plan and speak for people living with disabilities as are perceived as incapable in these aspects. As such, the question of self representation for people living with disabilities is either ignored or given little attention in many societies. Despite the provision in the Constitution of Tanzania and its Amendments (1977) to recognise the rights of people living with disabilities to participate and execute their political rights, LHRC, SAHRiNGON, and TLS (2009) revealed that, the National Election Act does not provide for any alternative method of voting apart from going in person at the polling station. Those who are immobile like people living with disabilities miss the opportunity of exercising their democratic right to vote.

In addition, their participation in politics is insignificant; there is only one member in the House of Representatives representing people living with disabilities. With their minimal number in such an influential and decision making organ, people living with disabilities are denied the rights of being included in political affairs and employment sector of mainland Tanzania.

Due to political attitude based exclusion, people living with disabilities are excluded from the livelihood activities. They face exclusion from all aspects of their lives, such as; socially, politically and economically. Further, cannot be taken to school as the society sees them as incapable members of the society without any prospect future. Actually, taking people living with disabilities to school is perceived as wastage of household resources. As a result of political attitude based exclusion against people living with disabilities, the society has failed to create an inclusion environment to accommodate people living with disabilities in labour market.

One of the major challenges encountered with people living with disabilities from their own immediate families and societies is stigma and society's negative attitudes. It marginalises

and discriminate people living with disabilities from accessing education system and benefit from it like other members of the society- the able bodied persons. People living with disabilities in mainland Tanzania are still stigmatised and hidden at the back yard of homes; while other children, the abled-bodied are allowed and supported to access education system.

### **3.5 Education System**

The importance of education for every member of the society cannot be over emphasised; as revealed by Dakar Framework on Education for All that education is a fundamental human right; actually a key to sustainable development, peace and stability in any country. However, despite the fact that many countries are signatory to Dakar Framework on Education for All, people living with disabilities are still excluded and have no access to education system (Dakar Framework on Education for All, 2002).

Exposing the magnitude of the exclusion of people living with disabilities from education system, the United Nations Children's Fund (UNICEF, 2007) revealed that, globally there is an estimate of 200 million children and youth living with disabilities; 80 percent of them live in developing countries and have no access or do not attend school which is against the Convention on the Rights of Children which recognises the rights of all children including children living with disabilities.

In addition, the World Health Organisation (WHO) and World Bank (WB), in their joint publication entitled "World report on Disability" (2011) revealed that, children and youth living with disabilities are less likely to enrol in primary school due to various obstacles which range from societal negative attitude, environment inaccessibility and discrimination within the education system itself. Without formal education and qualification awarded by this system, people living with disabilities cannot access opportunities offered in the labour market later in their lives. Their exclusion and discrimination in labour market is therefore inherent and proceed from education system to labour market later in their lives.

Moreover, the United Nations Educational, Scientific and Cultural Organisation (UNESCO 2006) asserts that, people living with disabilities have much lower literacy levels in any population which reflects the exclusion from the education system of the society and reduces



access to formal education and literacy programmes. As a result of low levels of education attainment, they are invisible in labour market of several countries in the World.

Ericson (2005) ; Loeb et al., (2008) together concurred with United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2006) on low literacy level, commented that, people living with disabilities are often invisible as a result; their figures or numbers are not clearly known. For instance, many countries still use the estimation of 10 percent of every population being disabled. It is estimated that, about 35 percent of children and youth living with disabilities are out of school and at least 2 percent of them are enrolled in school. In Africa alone, more than 90 percent of all children and youth living with disabilities have never gone to school. These figures above are alarming and government in the region have to implement the available policies in order to empower all member of the society with education and necessary skills.

Barnes (1992) who explored “Disability and Employment” in Britain indicated that, the type of education, Children living with disabilities receive or go through, does not provide them with confidence. As a result, they end up with basic literacy skills which do not place them in a good position for job competition.

Braithwaite et al., (2008) of the World Bank pointed out that, universal primary education by year 2015 as one of the Millennium Development Goals cannot be achieved without including children and youth living with disabilities. Hence, despite these limitations in the education system of several countries, the World Bank still sees inclusive education as an alternative to give an opportunity for pupils to learn together.

Edmonds (2005) argued that, the exclusion of children and youth living with disabilities from education, results in their discrimination from opportunities for further development, diminishes their access to vocational training, unemployment, income generation and business development. The failure therefore to access education and training prevents the achievement of economic and social independence and increases vulnerability to poverty.

Mmatli (2007) pointed out that, societal attitudes leads to the discrimination and exclusion of people living with disabilities which begins when the disabled child is born and continues throughout their life time. People living with disabilities are expected to go through the discriminatory education system which is responsible to impart knowledge and skills as it

prepares them for the labour market. However, the system ignores their needs and aspirations due to the fact that, the marginalisation and negative attitudes are carried on and later on, the opportunities in labour market are not equalised and the physical environment is designed in way which does not take into account the lives of people living with disabilities.

Despite the effort by many governments, Filmer (2008) indicates that, children and youth living with disabilities in developing countries, especially the Sub Saharan region namely; Mozambique, Zambia and Kenya who are between the ages of 6 – 17 years are less likely to start school or be enrolled in school. A similar plight for children and youth living with disabilities being excluded from education system has been observed by Lewis, (2009) who carried out a research in two other African countries, such as Rwanda and Ethiopia.

Evidence from a survey which was conducted in developing countries; Malawi, Kenya and Mozambique indicates that, people living with disabilities have low educational attainment and for those in a working age, experience lower employment rate, when employed, have lower wages and are likely to be poor due to the cost of life that they have to meet in their daily life (Mitra et al., 2011).

### **3.5.1 Education system and people living with disabilities in mainland Tanzania**

The education system in mainland Tanzania falls under several ministries. The Ministry of Education and Culture, which is responsible for elementary, secondary and teachers' education; the Ministry of Science Technology and Higher Education, responsible for technical and institutions of higher learning the Ministry of Labour, Youth and Sports Development is responsible for vocational education; while the Ministry of Local Government deals with the administration of primary education (Sekwao, 2004).

With such a number of ministries involved in the provision of education, there is a likelihood of compromising the quality of education given to the nature of beneficiaries, especially people living with disabilities due to bureaucracy and negative attitudes of some government officials.

However, there are several uncertainties on how these ministries coordinate and cooperate in order to deliver and maintain high standards of services to their clients, who are students living with disabilities at different levels in these ministries. Despite the provision of the Constitution of Tanzania and its Amendments (1977) with a provision that education is a

fundamental human right and every Tanzanian is free to access it to the fullest without any limitations.

Further, LHRC (2008) revealed that, despite such provision, disablements are significant higher among groups of lower educational attainment especially in poor countries such as Tanzania. Adding on, people living with disabilities who are illiterate are more vulnerable and there is a high possibility of remaining poor despite the provision of the constitution. In fact, Chuwa (2010) indicates that, illiteracy in mainland Tanzania is higher among people living with disabilities and recorded at 48 percent.

Moreover, the enrolment rates for children living with disabilities in primary school are still low. The recent records indicated, as of June 2008, there were 34, 661 children and youth living with disabilities enrolled in primary schools. This figure represents the percentage of children living with disabilities in Tanzania. Further, the number of children and youth living with disabilities decreased from 34, 661 in 2008 to 27, 422 in 2009 which translates into a reduction of 7, 139 children living with disabilities (LHRC, 2008). Further still, LHRC (2008) indicates that, in secondary schools also, the enrolment rates are still very low for children living with disabilities. For instance; in 2009 only 65 percent of children with disabilities were selected to join secondary school compared to 70.43 percent in 2008. This indicates a decrease of 16 percent in one year.

The decrease in enrolment rate of children living with disabilities is associated with negative attitudes of community members who think that, people living with disabilities cannot sustain studies and are very disappointing. There are no affirmative measures which ensure accessibility of special facilities for children living with disabilities. As a result, Wilson (2012) has associated the decrease in enrolment for children living with disabilities with several parents having low self esteem and some of them have not benefited from the same system. As a result, a parent in this category sees these contributions in education system as wastage of the household resources.

In 2009, the government budget on education sector was reduced which impacted negatively on the available facilities which discouraged children and youth living with disabilities to remain in schools. Responding to such budget cuts, the Tanzania Education Authority (TEA) appealed to the public to contribute to the teaching and learning facilities of children and

youth living with disabilities (Mkumbo, 2008). This shows lack of commitment to government's provision of education for all.

The Information Centres for Disability in Tanzania (undated) observed that, due to hostile environment which has to be endured by people living with disabilities in the education system, the highest level of education achieved by them is between grade 5 and 7. With such level of education, it is an automatic situation that people living with disabilities in mainland Tanzania are excluded from the livelihood activities and are left to live in poverty for the rest of their lives.

Further, many special schools in mainland Tanzania are owned and run by Non Government Organisations (NGOs), the government plays its role by subsidising the cost of running these schools. It is important to clearly understand the plight of people living with disabilities in education system. Indicating the magnitude of their plight in education system, Wilson (2011) revealed that, in 1996 there were 13 secondary schools which enrolled children and youth living with disabilities with facilities for the learners while using the normal national education curriculum. This is not enough to handle the increase cases of disablement in mainland Tanzania and to prepare them for labour market.

Recognising the plight of people living with disabilities in the education system of mainland Tanzania, the government took an initiative of constructing more schools which would accommodate more people living with disabilities. With little appreciation of the government effort into providing education for people living with disabilities, the LHRC (2008) indicated that, the responsible authority for the construction of schools, which is known as Primary Education Development Plan (PEDP) made very little effort to construct new special schools for people living with disabilities. However, the Survey does not state the number of schools which were supposed to be constructed and probably the needed number to cater for all people living with disabilities in mainland Tanzania.

Filmer (2008) revealed that, disablement may prevent school attendance of children and youth living with disabilities and restrict human capital accumulation, thus leading to limited employment opportunities and reduced earning in adulthood for people living with disabilities onset at birth or during childhood. The investment in education is more limited for people living with disabilities due to lower expected returns from education in terms of employment outcome.

Possi (1996) argued that, due to discrimination and marginalisation of people living with disabilities from the education system in Tanzania, there were only 24 students living with disabilities at the University of Dar es Salaam in 1997 and 1998; and of those only 4 were girls, a majority of them, were pursuing their courses in education. With this number it shows how people living with disabilities are excluded from accessing education system in mainland Tanzania

### **3.5.2 Challenges facing people living with disabilities in the Education system**

The United Nations Educational, Scientific and Cultural Organisation (UNESCO, 2008) revealed that, the cost of schooling remains a major challenge to education for millions of children and youth living with disabilities. Despite the abolition of primary school tuition fees in African countries, such as; Uganda, Zambia, Ethiopia, Burkina Faso and Tanzania; there are still hidden charges where poor parents especially those of children living with disabilities cannot afford. The hidden costs involved in education system can range from direct contributions to school and transportation charges for the child.

Exposing the situation of people living with disabilities in Uganda, Lwanga-Ntale (2003) indicated that, the charges involved in the education system are high and unaffordable for an ordinary person. Therefore, the cost involved in the education system denies people living with disabilities an opportunity to education. Parents having children in these special schools have to pay their monthly contributions of maize flour and beans.

Lwanga-Ntale, (2003); Grit and Ingstad, (2005) in agreement stated that, due to lack of financial resources to facilitate transportation of children to school many parents of the children living with disabilities cannot afford to pay for their children's transport cost which is usually expensive to pay for and need a family member to accompany the child to school.

All these obstacles exclude and keep people living with disabilities away from school as a result; their illiteracy rate is higher in every population. Later on due to lack of qualification, this group of people living with disabilities is systematically excluded from employment.

Revealing the findings of the Survey which was conducted by the LHRC (2008) indicates that, in 2009, 95 percent of school buildings including those built during the implementation of Primary Education Development Plan (PEDP) did not take into account the needs of people living with disabilities. This kind of negligence and lack of government enforcing its

policies results into the exclusion of people living with disabilities not only from the education system but also from the labour market later in their lives.

The government of Tanzania has declared that, primary and secondary education is free of charge in order to give all Tanzanians children access to basic education. However, Wilson (2011) has revealed that, due to hidden costs involved in the education system of mainland Tanzania namely; school uniform, different contributions within the school set up and transport costs, buying note books, and school security; poor parents with low motivation see it as a wastage of household resources which is already stretched with other family needs. Due to all these charges therefore, people living with disabilities are hidden in home without attending school.

### **3.5.3 The way forward for the challenges facing people living with disabilities in the Education System of mainland Tanzania**

Inaccessible environment in education system discriminates people living with disabilities from accessing and benefiting from it, like other citizens. The National Policy on Disability (2004) has acknowledge this challenges and developed a working plan to follow up with responsible government Ministry and department for creation of the accessible environment. The government of Tanzania as a custodian of all Tanzanians has to improve on the current environment in the education system. This should be done by building or improving on school premises, toilets, washing rooms which are user friend to people living with disabilities.

In addition, many schools and high learning institutions lack learning facilities and school materials for people living with disabilities (LHRC, 2008). Hence, if the government is committed to provide education for all, people living with disabilities' needs should be taken into account and given vital priority as it deserve.

Further, people living with disabilities, still encounters societal negative attitudes from fellow peers and teachers when in schools or high learning institutions. As a result, people living with disabilities are negatively affected as cannot concentrate on their studies(Chuwa, 2010). Many of them due to such attitudes do not continue with their studies. The government and society at large should work together towards sensitising or educating all Tanzanians at all levels to change their attitudes toward people living with disabilities.

The government of Tanzania has declared universal primary education. However, the hidden costs in primary schools still exclude people living with disabilities from accessing the

education system in mainland Tanzania (Wilson, 2011). The government should make sure that, people living with disabilities are excepted from paying all the contributions involved in the education system. This would encourage people living with disabilities to remain in school and benefit from it like other citizens. It is important to note that, education system on its own does not exclude people living with disabilities from employment. However, as discussed above, the other factors contribute equally towards the process of exclusion of people living with disabilities from employment. The factors identified above, compliments with each other.

Inclusive education as suggested with the United Nations agencies can help in address the challenges of exclusion against people living with disabilities in education system. On the other hand, the available legislative instruments and policies if implemented would deal well with many of the constrains facing people living with disabilities. However, due to lack of implementation of the available legislation and policies which advocates for the inclusive education, people living with disabilities are left behind without any hope (National Policy on Disability, 2004).

The discussion above has showed how education system contributes towards the exclusion of people living with disabilities from employment in mainland Tanzania. It is important to note that, the weaknesses seen in education system are enforced with lack of implementation of the available policies and legislation meant to address the exclusion of people living with disabilities. Hence, the following subsection intends to assess the effectiveness or weaknesses of the available policies and legal instruments meant to address the exclusion of people living with disabilities in mainland Tanzania.

### **3.6 Legislative Instruments and Policy Environment**

The Office of the Legislative Draft and Publication (2005) refers to legislative instrument as an instrument prescribed by the regulations or is made by the rule- maker. In addition, legislative instruments are an instrument in writing; that is of a legislative character, and that is made in the exercise of power delegated by the Parliament. It should be noted that, legislative instruments are made by the rule-maker and signed or sealed instruments.

The government of Tanzania in recognition of the plight of people living with disabilities enacted a number of legislative instruments and policies to deal and address their

exclusion from employment. This study has identified some specific sections and articles from the constitution of Tanzania and its amendments. These sections address the exclusion of people living with disabilities from employment in mainland Tanzania. It is equally important to note that, Tanzania Policy on Disabilities is another piece of legislative instruments which was promulgated to address all challenges facing people living with disabilities. One of the areas of concern addressed in the Policy is the issue of exclusion against people living with disabilities in labour market; which is actually the focus of this study. These two legislative instruments are very useful into addressing the plight of people living with disabilities in labour market of mainland Tanzania if the government of Tanzania would implement them fully.

### **3.6.1 The Constitution provision on people living with disabilities in mainland Tanzania**

Tanzania is one of the few countries in the region which boast of comprehensive legal provisions for the inclusion of people living with disabilities in the country's development process. The Constitution of Tanzania and its Amendments in 1998 guarantees fundamental rights such as the right to employment and education. However, the main framework for the provision is the 1977 Tanzania Constitution which treasured in it specific articles on people living with disabilities as follows;

The Constitution recognises equality of all human beings as follows; Article 6, Act No. 15 of 1984 and Act No. 4 of 1992, these two pieces of legislations noted that, all persons are equal before the law in all spheres, such as; political, economic, social and cultural life. Every person actually has a right to life and shall enjoy equal rights.

The Constitution further stipulates that a person shall not be discriminated against on the ground of sex, race, colour, ethnic origin, tribe, birth, creed or religion, or social economic standing, political opinion or disability (Constitution of Tanzania and its Amendments, 1977).

Recognising the important of work for people living with disabilities, the Government of Tanzania enacted an employment law called "Tanzania Disabled Persons (Employment) Regulations of 1985" which states that, registered companies are required to reserve at least 2 percent of their jobs for registered Persons living with disabilities. However, the employer is exempted by the same regulation if cannot find a potential qualified Person living with disabilities (Constitution of Tanzania and its Amendments, 1977).



Another important legislation enacted to address the needs of People living with disabilities is called Disabled Persons (Employment) Act of 1982 No.2, which states that, “disabled persons not being under the age of fifteen years who are in need of training in order to render competent services or undertake employment or work on their own account, of a kind suited to their age, experience and general qualification” (Constitution of Tanzania and its Amendments, 1977). This is a very useful piece of legislation which was enacted not only to help people living with disabilities to access vocational training colleges but also to equip and assist them develop needed skills for the labour market.

The Constitution emphasises achievement of fair representation of people living with disabilities and recognition of their rights and human dignity. These aspirations are further articulated by article 12 where it is specified that, people living with disabilities have a right to be respected and to human dignity and the state and society shall take appropriate measures to ensure that they realise their full mental and physical potential (Constitution of Tanzania and its Amendments, 1977). This Act was enacted to combat and create awareness of stigma and society’s negative attitudes against people living with disabilities not only in socio-economic life but also the political aspect.

The government realised the important of free education for all. It enacted a law called, “the education Act”. This Act, allows all learners to access education system to their fully potential. This means that, the government allowed learners to access education system from primary school to university education or institutions, provided, they pass their examinations, including people living with disabilities (The Constitution of Tanzania and its Amendments, 1977).

In addition, the government has implemented the Dakar education framework, which emphasises universal education. It is equally important to note that, at the moment education in primary and secondary school is free to all citizens (Dakar Framework on Education for All, 2002).

In line with care for people living with disabilities, the government enacted another law called “The Disabled Persons (Care and Maintenance)”. This Act was enacted in 1982 to address and tackle issues of welfare around people living with disabilities. It gives legal support as well as obligation to the family to continue providing and caring for People living with disabilities (The Constitution of Tanzania and its Amendments, 1977).

It is important to note that, these initiatives were undertaken to address the exclusion of people living with disabilities from employment in mainland Tanzania. However, the ineffectiveness and weakness of the same legislations has contributed negatively towards their exclusion from employment opportunities available in mainland Tanzania. The following subsection therefore will assess the ineffectiveness and weakness of the above identified legislative instruments in mainland Tanzania.

### **3.6.2 The Ineffectiveness of the legislative instruments**

Article 6, Act No. 15 of 1984 and Act No. 4 of 1992 noted that, all persons are equal before the law in all spheres of political, economic, social and cultural life; actually has a right to life and shall enjoy equal rights. This piece of legislations recognises the importance of human rights and equality before the law. The LHRC (2008) observed that, despite the above legislations, inaccessible environment still excludes people living with disabilities from living decent lives and access employment opportunity like other citizen. People living with disabilities, as the constitution articulates, need freedom of movement, which is not only possible when the environment is accessible but also when stigma and negative attitudes against people living with disabilities is changed from their immediately families and society at large (Wilson, 2011).

When the inclusive environment is created and society's change of negative attitudes against people living with disabilities is achieve, then the equality for all human being in Tanzania can be realised. This would ensure accessibility to labour market.

Exposing the ineffectiveness and weakness of the law on employment of people living with disabilities called "Tanzania Disabled Persons (Employment) Regulations of 1985", Madai (2003) revealed that, many of these legislations on people living with disabilities were effective and inclusive during the time of "Socialism Ideology" – "Ujamaa na kujitegemea" in Tanzania. This was due to the fact that, all means of production such as commercial farms, banks and industries were controlled by central government. It was therefore, the responsibility of the government to make sure that, 2 percent of people living with disabilities are employed.

Further, Rutachwamagyo (2009) noted that, with the introduction of neo liberal economy where the means of production are privatised and the owners are profit oriented and take less interest into observing the country's legislations. The interests of people living with disabilities are forgotten and not observed at all. Further, Jandwa, (2006) indicated that,

people living with disabilities are excluded due to the fact that they are seen as difficult to handle and unemployable. The Regulation as this leaves people living with disabilities without hope, given the fact that, the qualification or features for the applicant needed remain confidential to the employer. The possibility of being employed in such situation of weak and ineffective law remains entirely in the hands of the employer. Wilson (2011) pointed that, in most cases, with the negative attitudes of many employers, there is a high likelihood of not employing a persons living with disabilities.

This law need to be amended in order to address well the plight of people living with disabilities in labour market by forcing the employers to state clearly the qualifications of the person need for any available job opportunity. This would ensure the implementation of the available legislation. In addition, the government should make constant follow up in the companies, to find out if these pieces of legislation are implemented and heavy fine should be charged to any company which violates the same legislation.

Despite the provision in the Constitution of Tanzania and its Amendments (1977) to recognise the rights of people living with disabilities to participate and execute their political rights, LHRC, SAHRiNGON, and TLS (2009) revealed that, the National Election Act does not provide for any alternative method of voting apart from going in person at the polling station, those who are immobile like people living with disabilities miss the opportunity of exercising their democratic right to vote.

Due to such limitation, the participation of people living with disabilities in politics is jeopardised with such arrangements which do not take their lives into account.

In addition, despite the provision of the Constitution of Tanzania and its Amendments (1977) that, education is a fundamental human right and every Tanzanian is free to access it to the fullest without any limitations. The LHRC (2008) revealed that, people living with disabilities are still excluded from education system of mainland Tanzania. People living with disabilities are excluded with the weakness and ineffective of the available legislation geared towards addressing their plight.

Further, despite the declaration of universal education and the provision of the constitution on education, Wilson (2011) observed that, the hidden costs involved in education system prevents people living with disabilities to access it at the same level with their counterparts-

able bodied persons. Hence, majority of people living with disabilities have no access to education and are left without any alternative to deal with their high rates of illiteracy.

The Disabled Persons (Care and Maintenance) Act of 1982 addresses the welfare generally of people living with disabilities. Wilson (2010) noted that, the burden left in the hands of family members to support people living with disabilities without government intervention is unbearable. These families are already living in stricken poverty without any source of income to support themselves. Hence, in such state of poverty, a family member living with disabilities is seen as a burden.

The discussion above has used specific sections from the Constitution of Tanzania and its Amendments to demonstrate the weakness and ineffectiveness of the available legislations. The government enacted these legislative instruments in order to deal with the exclusion of people living with disabilities from employment in mainland Tanzania. However, due to lack of political will into implementing these legislations, people living with disabilities are still excluded from employment of mainland Tanzania.

### **3.6.3 The National Policy on Disability, 2004**

Tanzania had no policy used specifically to address challenges encountered by people living with disabilities; despite the country's active involvement at both international and local initiatives to deal with disabilities issues, employment in particular. It was till 2004 when the Government enacted the National Policy on Disability (National Policy on Disability, 2004).

It was developed to address issues affecting people living with disabilities to fully participate and function in their daily life. The policy can be categorised into two main areas, such as; welfare and service oriented legislation. The welfare policy contains provisions for medical rehabilitation and institutional care. The section on the welfare is developed on the assumption that people living with disabilities have potential to be productive members of the society; are primary recipients of medical rehabilitation and welfare benefits.

The service oriented legislation provides framework for infrastructural and financial support for establishment, regulation and maintenance of services which are especially designed for people living with disabilities. The services covered by the policy include those for education, vocational training, employment and rehabilitation. The legislation is based on the

assumption that, people living with disabilities have potential to participate in society; need specialised services to live meaningful lives.

The policy expresses the position of the government into addressing the plight of people living with disabilities. The policy also present all aspects of lives of people living with disabilities and provide guidance to the government of mainland Tanzania on how to tackle economical, social and political challenges confronting people living with disabilities. The Policy acknowledges the factors contributing to the exclusion of people living with disabilities from employment to be the main challenges encountered in their daily lives. These factors include; environment inaccessibility, society's negative attitude, education system and ineffective of the available legislative instrument to continue excluding people living with disabilities from limited employment opportunities (National Policy on Disability, 2004).

The National Policy on Disability (2004) is a very good document as it was prepared with the input of all stakeholders. Its inception came at a very right time, when it was real needed. It aimed at providing a road map on how challenges encountered with people living with disabilities can be dealt with. The policy document also articulates the challenges pebble dashing people living with disabilities. For example, issues addressed included; employment, education, health and care, inaccessible environment, discrimination and negative attitudes towards people living with disabilities. In addition, it is the duty of the government to implement the policy in order to deal and address issues of stigma and negative attitudes against people living with disabilities by creating awareness among the stakeholders.

In nutshell, this section has assessed the policy on people living with disabilities in mainland Tanzania. The emphasises was on the exclusion from employment. The following subsection therefore addresses the ineffectiveness and weakness of the same policy towards the inclusion of people living with disabilities in labour market of mainland Tanzania.

### **3.6.3 The ineffectiveness of the National Policy on Disability**

Reynolds (2011) asserts that, the policy intended to provide guidance in three main areas, such as; on the service delivery, creating awareness to all stakeholders and combating discrimination of any form against people living with disabilities. However, it is equally

important to note that, though the policy has been in existence for more than five years, the lives of people living with disabilities have not improved due to the following reasons;

The LHRC (2008) highlighted, the lives of people living with disabilities have not improved due to the fact that governments have failed to translate most of these programmes and policies into reality. The environment is still inaccessible and people living with disabilities cannot access employment opportunity as a result.

Assessing the effectiveness of the available policy, Nziga (2009) observed that, the government has not been willing and committed into implementing these legislations. Wilson (2011) revealed, due to exclusion in formal labour market of mainland Tanzania the common activities which occupy people living with disabilities are those that do not need formal training.

In other words, people living with disabilities, can acquire these skills from their family members or friends. She concluded by remarking that, the majority of people living with disabilities are employed in agriculture, fisheries, craftsmanship and other related trades.

Inaccessible environment in education system discriminates people living with disabilities from accessing and benefiting from it, like other citizens. Revealing the findings of the Survey which was conducted by the LHRC (2008) indicates that, in 2009, 95 percent of school buildings including those built during the implementation of Primary Education Development Plan (PEDP) did not take into account the needs of people living with disabilities. This kind of negligence and lack of government enforcing the available policies results into the exclusion of people living with disabilities not only from the education system but also from the labour market later in their lives.

Despite the government's recognition of the plight of people living with disabilities, which made it to formulate the available legislative instruments, people living with disabilities are still facing exclusion in labour market of mainland Tanzania. This is due to the fact that, the government has not showed political will into implementing the available legislative instruments.

### **3.7 Research Findings**

The literature from different countries has confirmed that, the factors which contribute to the exclusion of people living with disabilities are interrelated and enforce each other. These factors exclude people living with disabilities regardless where they are or live from the mainstream economy. Exposing the plight of people living with disabilities in mainland Tanzania, Tanzania Disability Survey (2008) indicated, at least 30 percent of active adults in the category of people living with disabilities are not employed. Their exclusion from labour market is associated with the factors identified above.

Evidence gathered on the ground in mainland Tanzania shows that, the environment is still inaccessible for people living with disabilities in mainland Tanzania (Possi, 1996). People living with disabilities cannot access many building including those owned by the government. Further, Chuwa (2010) revealed, at least 40 percent of people living with disabilities have no access to public transport.

Several roads in mainland Tanzania are not safe to be accessed and utilised with people living with disabilities. The roads do not accommodate for wheelchair users and there are no road signs to assist them. The terminal points, buses and commuter are constructed without taking into account the lives of people living with disabilities. As a result, People living with disabilities are excluded from accessing employment due to unfriendly environment.

Wilson (2011) indicated that, the majorities of people living with disabilities who are luck to access labour market are employed in informal sector, such as fisheries, agricultural sectors and craftsmen's work. She added on, when remarked, this is probably due to the fact that, many of these jobs in informal labour market, one may learn the required skills from a family member. However, this does not conclude that, there no people living with disabilities in formal sectors, their number is very limited. For example, in the House of Representatives, where there are more than 250 seats, there is only one person appointed by the President to represent the interests of people living with disabilities.

Tanzania Disability Survey (2008) revealed, at least 16 percent of children living with disabilities were denied access to schools or education system in mainland Tanzania. These children are left out to deal with illiteracy from their childhood and later on in their lives. The hidden cost such as different contributions in education system of mainland Tanzania, keeps

people living with disabilities away from accessing it. In addition, the Tanzania Disability Survey (2008) pointed that, the level of illiteracy among people living with disabilities is alarming actually at 48 percent. People living with disabilities cannot benefit from the labour market due to lack of education and skills, needed for any individual to compete

Stigma and negative attitudes against people living with disabilities is another major challenge confronting people living with disabilities in mainland Tanzania. They are hidden in the back yard of the homes, and in many societies, people living with disabilities are still seen as the liability and a curse to the family. Due to stigma and negative attitudes therefore, people living with disabilities are perceived as unemployable and difficult to handle (Jandwa, 2006; Said, 2006)

Despite the fact that information is power; people living with disabilities have no access to it. As Chuwa (2010) revealed, in mainland Tanzania, at least 35 percent of people living with disabilities have no access to information. People living with disabilities cannot access newspapers, internet services and other media of communication. These sources of information are commonly used in many societies to access information on livelihood issues, such as employment. Due to inaccessible to information people living with disabilities are excluded from available opportunities in labour market.

Tanzanian government has enacted specific laws to address the needs of people living with disabilities such as Disabled Persons (Employment) Act of 1982 No.2, which states that, “disabled persons not being under the age of fifteen years who are in need of training in order to render competent services or undertake employment or work on their own account, of a kind suited to their age, experience and general qualification”. Despite such Act, according to National Survey on disability (2008) indicated, more than 50 percent of people living with disabilities population are still inactive participates of the labour market.

Moreover, the Disabled Persons (Care and Maintenance) Act of 1982 No.3, which gives legal support as well as obligation to the family to continue providing and supporting people living with disabilities. Laws as this do not take into account the economic status of the family where the person living with disabilities resides. For example, in a family which is single-headed by a woman, divorced for giving birth to a Child living with disabilities, not working and without any support from the government, it is astonishing which type of support is expected to provide to this child or Person living with disabilities.



It is important to note that, the laws have clauses. They are inadequately enforced, as such, there are no records kept which make them ineffective. In addition, there are no affirmation measures in place to ensure non-discrimination practices to people living with disabilities not only in private sectors but also in government offices and department.

People living with disabilities are entitled to all rights under the Constitution of Tanzania just like any other citizen. It is given more clarity by People living with disabilities (Rights and Privileges) Act No. 9 of 2006, Section 68 (3) (h)-k of Persons with Disabilities, insists that people living with disabilities have equal and same rights to participate in political life including right to vote in secret and contest for elective offices.

In exercising the right of voting, the election Act No.11 of 1984, lays down steps and procedures which can assist people living with disabilities to execute this duty. Commenting on the participation of people living with disabilities in politics, the LHRC (2008) revealed that, there is only one person living with disabilities in the House of Representatives. This shows how people living with disabilities are still excluded from executive political positions which could help them lobby for inclusion programmes. The available legislative instruments and policies should be properly implemented in order to help people living with disabilities to access employment. Though is not an obviously case, it is hoped, when these pieces of legislations are implemented, people living with disabilities can live a meaningful life compared to their current economic status, where it is only 5 percent of them in labour market of mainland Tanzania.

### **3.8 Conclusion**

The literature reviewed above from international, regional and local level has demonstrated how people living with disabilities are systematically excluded from employment. This chapter has also identified factors which contribute to the exclusion of people living with disabilities from employment globally as well as in mainland Tanzania. The factors identified in this study include; environment inaccessibility; stigma and society negative attitudes; the education system; ineffectiveness of the available policies and legislative instruments.

It is equally important to note that, these factors enforce each other. There is no single factor which can direct lead to the exclusion of people living with disabilities from labour market.

From the literature reviewed, people living with disabilities, still encounters several limitations to access environment. The means of transport, such as roads, buses, train, plan and terminals are still inaccessible. The available buildings such as those in their own homes and other public structures are designed without taking into account their lives. They do not have access to information, which is very important in the competitive world of today. Hence, this study has revealed that, inaccessible environment contribute to the exclusion of people living with disabilities from employment opportunities.

In addition, when the environment is inaccessible, people living with disabilities cannot access social services, such as school; health facilities and go to work. This is enforced with the deep rooted society's negative attitudes of seeing people living with disabilities as liabilities. Due to these factors, people living with disabilities cannot live a decent life as a result of none accommodative environment and society's negative attitudes which excludes people living with disabilities from labour market.

Further, this study has highlighted that from time immemorial people living with disabilities have been stigmatised and face society's negative attitudes. Their life generally faces several hardships in many instances from birth throughout their life, in fact till death. Among several societies in Tanzania, disablement is still perceived as a 'curse'. As a result, due to such attitudes, they are invisible members of the society.

People living with disabilities are not accepted not only in their own families but also the entire society of Tanzania. They are still stigmatised, labelled and seen as an outcasts. Hence, people living with disabilities are socially, politically and economically excluded and marginalised from participation in the labour market.

The Government of Tanzania has enacted various laws and policies to address the plight of people living with disabilities. However, not only is the enforcement of these legislative instruments lacking, but also these legislations lack the political will, as the government of Tanzania is reluctant on the implementation of such legislative instruments. This calls for the government of Tanzania to show commitment into implementing and constantly review the legislations for their effectiveness.

This would ensure accessible environment, addressing stigma and society's negative attitude issues; and creation of friendly learning environment and later on employment opportunities. It is important to note that, when these factors are dealt with, people living with disabilities

would live a meaningful and resourceful life. This means that, these factors are interrelated and play an equal role towards the exclusion of people living with disabilities from employment in mainland Tanzania.

Given to the above conclusion on the exclusion of people living with disabilities from employment in mainland Tanzania; this study suggests the following strategies in order to deal with such exclusion.

### **3.9 Possible Strategies for Inclusion**

#### **Inclusive Environment**

The government, different stakeholders and the organisations of people living with disabilities, should strike to create an inclusive environment. This can be achieved by implementing the available policies and legislations which encourages the building of new roads and structures which take into account the lives of people living with disabilities.

As part of the strategies to integrate people living with disabilities into mainstream economy, the available roads, terminals should have signs to assist people living with disabilities to make use of them. These signs should be introduced not only along roads but also around all public places to fasten the inclusion process.

#### **Training and Employment**

The government have to implement job training legislation and introduce job placement programmes intending to equip people living with disabilities with basic working skills. This can be done by involving private businesses, Non Governmental Organisation, Community Based Organisation and Faith Based Organisations. The effort may as well include; incentive packages, like tax reduction for any employer employing a person living with disabilities. Other forms of subsidies can as well be initiated to promote employment for people living with disabilities.

#### **Attitude Change**

As observed by Lwanga-Ntale (2003), people living with disabilities are pulled down with their own low self esteem and lack of confident. Many of them have given up and living without hope for their future. It is upon people living with disabilities first to develop positive image by accepting who they are and take active participation in economic activities. This would improve their status, not only at an individual level but also at family and society at

large. However, this cannot be done with people living with disabilities alone. The society at large has to change its negative attitudes towards people living with disabilities by stop seeing them as worthless, unemployable and difficult to handle.

### **Sensitising the Public**

The existing negative societal attitudes against people living with disabilities in mainland Tanzania can be reversed through public education, intending to create awareness of their plight; particularly regarding livelihood activities. The public campaign should include people living with disabilities themselves, their families, the community, politicians, business community and different stakeholder in various sectors of the economy. The Tanzania Federation for people living with disabilities and the government should be actively involved in developing, designing, implementing and evaluating the achievement of the mentioned awareness campaign strategies.

### **Empowering People living with disabilities' Organisations**

Any effort to equalise employment opportunities can be effective if people living with disabilities are involved. The organisations which represent their interests in mainland Tanzania do exist namely; Tanzania Association for the Deaf and Tanzania Association of Physically Disabled Persons. However, without purposeful support of the government, these organisations or associations will remain ineffective and inactive into handling matters of interest such as employment to people living with disabilities.

### **Microfinance Institutions**

The available financial institutions such as banks and other money lenders have to develop programmes and policies which should include people living with disabilities. These facilities should be developed in a friendly and convenient way to attract them from taking and benefiting from such initiatives. The government have a major role to play if such initiatives are to be successful. These initiatives would help to integrate people living with disabilities into the mainstream economy.

### **Legislative Instruments and Policy Environment**

The government of Tanzania has subscribed to several international conventions which address the plight of people living with disabilities. At country level, the Constitution of Tanzania and its Amendments (1977) recognises the basic rights of every Tanzanian, including people living with disabilities. These rights include among others; the right to live a

decent life, work, life, freedom of association and movement, free from harm and access to education to list but a few.

These parts of the constitution should be implemented to address the factors which contribute to the exclusion of people living with disabilities from employment.

The National Policy on Disability should be implemented fully as it outlines very critical issues affecting people living with disabilities. It has acknowledged their limitation as the discussion above shows. Hence, it is time for the government to implement the National Policy on Disability document as it was not formulated or incepted for the purpose of documentation. It was promulgated to address their plight which the government have to deal with.

### **Further Research**

There are so many issues affecting people living with disabilities globally and mainland Tanzania in particular. Some of these issues are exclusion, discrimination, prejudice and marginalisation to list but a few. There should be empirical studies conducted in labour market to access the extent to which people living with disabilities are excluded from labour market. This would update not only all stakeholders but also people living with disabilities themselves of the current situation of employment and how to deal with it.

## **CHAPTER FOUR**

### **4.1 Recommendations**

#### **Accessible Environment**

As noted by the Legal Human Rights Centre about the inaccessible environment such as buildings, government should implement policies which encourage inclusive and friendly environment for people living with disabilities. Environment accessibility is the key factor into the integration of people living with disabilities in the mainstream economy. It is therefore necessary for the signs to be introduced not only along roads but also around all public places such as schools, hospitals, Universities and colleges, to name but a few. This would reduce the pain that people living with disabilities have to go through every day of their lives. The removal of environment barriers therefore would improve the physical accessibility and deal with the exclusion of people living with disabilities, which would help them to easily access their basic rights such employment.

#### **Policy environment**

People living with disabilities in mainland Tanzania encounter a number of challenges in their daily life, these include; lack of opportunities such as employment and participation in the community activities, lack of involvement in policy decisions that affect their lives and high rate of illiteracy. Actually, they are not accepted not only in their families but also the entire Tanzanian society still stigmatises and labels them as outcasts. Government has responded well by promulgating different legislative instruments and policy to dealing with the plight of people living with disabilities.

However, due to lack of political will and poor implementation of these legislations, people living with disabilities are still excluded from labour market. The government should show its commitment and political will into implement, the available legislation in order to help people living with disabilities to access employment and deal with all other challenges as listed above. In addition, there should be a continuous review process where these legislative instruments are monitored and evaluated for their ineffectiveness or weaknesses, so that the new legislations can be formulated to fill in the gap, if any.

#### **Further Studies**

Although the factors which contribute to the exclusion of people living with disabilities from employment in mainland Tanzania has been identified; further empirical study is needed in

many of these areas to understand fully what factors must be targeted and the best methods which can be used to achieve those targets and reduce the exclusion and discrimination. The empirical studies would inform the policy maker, practitioners and other stakeholders of the plight faced by people living with disabilities when accessing labour market in mainland Tanzania.

## REFERENCES

- ACFID, (2003). *Disability and Millennium Development Goal*. Issue Paper. Retrieved from, [http://: www. Acfi.asn.au](http://www.Acfi.asn.au). Accessed on 25<sup>th</sup> August 2011.
- Ashton, B. (1999). *Promoting the Rights of Disabled Children Globally- Disabled Children Become Adults: Some Implications*. Action on Disability and Development.
- Bakhshi, P. &Trani, J. (2006). *Understanding Vulnerability of Afghans with Disability- Livelihoods, Employment, Income*. National Disability Survey in Afghanistan. Published by Handicap International.
- Barnes, C & Mercer, G. (2005). *Disability, Work and Welfare: Challenging the Social Exclusion of Disabled People*. Sage Publication.
- Barnes, C. (1991). *Disabled people in Britain and discrimination*. London: Hurst and Co.
- Barnes, C. (1992). *Disability and employment*. British Council of Organisations of Disabled People: University of Leeds.
- Boslaugh, S. (2007). *Secondary Data Sources for Public Health: A practical Guide*. Cambridge University Press.
- Braithwaite, J., Carroll, R., Mont, D &Peffley, K. (2008). *Disability & Development in the World Bank: FY 2000 – 2007*. Social Protection and Labour, Discussion Paper, No, 0808.
- Burchardt, T. (2000). *Enduring Economic Exclusion: Disabled People, Income and Employment*. Prepared for the Joseph Rowntree Foundation. ESRC Centre for Analysis of Social Exclusion. London School of Economics – UK.
- Carson, G. (2009). *The Social Model of Disability*. Scottish Accessible Information Forum, TSO Information and Publication. Glasgow-Scotland.
- Chuwa, A. (2010). *Characteristics of Handicapped Population in Tanzania*. A Paper Presented to the 6<sup>th</sup> African Symposium on Statistics Development, 31<sup>st</sup> October – 2<sup>nd</sup> November 2010. Cairo – Egypt.



- Eagly, A. H. & Chaiken, H. (1993). *The Psychology of Attitudes*, Fort Worth, TX: Harcourt Brace Jovanovich.
- Edmonds, L. J. (2005). *Disabled People and Development*. Asia Development Bank. Poverty and Social Development, Paper No. 2.
- Elwan, A. (1999). *Poverty and Disability; a Survey of the Literature*. Washington: World Bank, Social Protection Unit, Human Development Network. Washington, USA.
- Emerson and Hatton, C (2008). *People with Learning Disabilities in England*. Centre for Disability Research (CeDR), Lancaster University, UK.
- Erickson, K. A. (2005). *Literacy and persons with developmental disabilities: why and how?* Background paper for EFA Global Monitoring Report 2006. Literacy for all. United Nations Educational, Scientific and Cultural Organisation, (UNESCO).
- Filmer, D. (2008). Disability, Poverty and Schooling in Developing Countries: Results from 14 Households Survey. Oxford University Press. *The World Bank Economic Review*, 22 (1): 141 -163.
- Finkelstein, V. (1975). *Fundamental Principles of Disability*. Union of Physically Impaired Against Segregation. Retrieved from <http://www.leeds.ac.uk/disabilitystudies/archiveuk/finkelstein/UPIAS%20Principles%20.pdf>. Accessed on 10<sup>th</sup> September 2011.
- Finkelstein, V. (1980). *Attitudes and disabled people*. World Rehabilitation Fund: New York, USA.
- Grut, L & Ingstad, B. (2005). *Using qualitative methods in studying the link between disability and poverty Developing a methodology and pilot testing in Kenya*. SINTEF Report for World Bank.
- Heaton, J. (2004). *Reworking Qualitative Data*. London. Sage Publication.

- ILO – *International Labour Office, Bureau of Statistics (1983)*. Resolution concerning economically active population, employment, unemployment and underemployment. In: *Bulletin of Labour Statistics*, 1983-3, Geneva.
- Ingstad, B. (1997). *Community Based Rehabilitation in Botswana; the Myth of the Hidden Disabled*. *Journal of Studies in African Health and Medicine* (Vol17). Lewiston, New York, USA: The Edwin Mellen Press.
- International Labour Organisation. (2011). “*Report on Promoting the Employability and Employment of People with Disabilities through Effective Legislation*.” Retrieved from [http://www.ilo.org/skill/what/pubs/lang—en/docName—WCMS\\_111458/index.htm](http://www.ilo.org/skill/what/pubs/lang—en/docName—WCMS_111458/index.htm). Accessed on 24<sup>th</sup> August 2011.
- International Labour Organisation (ILO, 2004). In Focus Programme on Skill, Knowledge and Employability, “*Employment of People with Disabilities: The Impact of Legislation (East Africa)*”. Geneva- Switzerland.
- International Labour Organisation (ILO, 2007). *The ILO at a Glance*. Geneva – Switzerland.
- Jandwa, G. (2006). *Inclusion of Disabled People into Mainstreaming Economic Empowerment Development Programmes. A Case Study of Dodoma Microfinance Project for Disabled People*. A CAN Publication. Retrieved from, <http://www.afri-can.org/CBR Information/inside voices final.pdf>. Accessed on the 20<sup>th</sup> August 2011.
- Kamya, J. (2006). “*The Effect of Disability People on Societal Response*”. National Union of Disabled Persons in Uganda (NUDIPU). A CAN Publication. Retrieved from, <http://www.afri-can.org/CBR Information/inside voices final.pdf>. Accessed on the 20<sup>th</sup> August 2011.
- Kangere, M (2003). *Development in Disability: The Uganda Experience*. A Paper Presented at an Expert Meeting for Inclusion of Disability in Dutch Development Co-operation Policy and Practice. September 16<sup>th</sup>, 2003.

- Lang, R. (2007). *The Situation of Disable People in the Republic of South Africa*. Leonard Cheshire Disability and Inclusive Development Centre. Working Paper Series No. 5.
- Legal Human Rights Centre (LHRC, 2008). *Tanzania Human Rights Report 2009: Incorporating Specific Part of Zanzibar*. Retrieved from <http://www.humanrights.or.tz/wp-content/uploads/2010/10/Tanzania-Human-Rights-Report-2009.pdf>. Accessed on 22<sup>nd</sup> September 2011.
- Legal Human Rights Centre (LHRC); the Southern Africa Human Rights NGO Network-Tanzania Chapter (SAHiNGON); and the Tanganyika Law Society (TLS). (2009). *NGO Report on the Implementation of Prior to the Adoption of the List of Issues (ICCPR)*. Retrieved from [http://www2.ohchr.org/english/bodies/hrc/docs/ngos/T\\_NGO\\_Coalition\\_HRC95\\_Tanzania.pdf](http://www2.ohchr.org/english/bodies/hrc/docs/ngos/T_NGO_Coalition_HRC95_Tanzania.pdf). Accessed on the 22<sup>nd</sup> September 2011.
- Lerisse, F, Mmari, D & Buruani, M. (2003). *Vulnerability and Social Protection Programmes in Tanzania*. For the Research and Analysis Working Group. Retrieved from [http://www.povertymonitoring.go.tz/researchreport/social\\_protection\\_and\\_vulnerability\\_Mmari.pdf](http://www.povertymonitoring.go.tz/researchreport/social_protection_and_vulnerability_Mmari.pdf). Accessed on the 28<sup>th</sup> September 2011.
- Lewis, I. (2009). *Education for Disable People in Ethiopia and Rwanda*. Background Paper for Education for All Global Monitoring Report. United Nations educational, Scientific and Cultural Organisation (UNESCO).
- Livingston, J. (2005). *Debility and the Moral Imagination in Botswana*. Indiana University Press. USA.
- Loeb, M., E, Eide, A., H & Mont, D. (2008). Approaching the Measurement of Disability Prevalence: The case of Zambia. *ALTER: European Journal of Disability Research, 2008; 2(1):32-43*.
- Lwanga-Ntale, C. (2003). *Chronic Poverty and Disability in Ugand*. Development Research and Training. Manchester- United Kingdom.

- Madai, N, R, C. (2003). “*Disability and Poverty Reduction.*” Paper Presented at a Workshop on Policy Perspective on the Vulnerable held at Courtyard Hotel, 21 October 2003. Dar es Salaam – Tanzania.
- Mapunda, C. (2006). *Disable People Lack Community Support*. A CAN Publication. Retrieved from, [http://www.afri-can.org/CBR Information/inside voices final.pdf](http://www.afri-can.org/CBR%20Information/inside%20voices%20final.pdf). Accessed on the 20<sup>th</sup> August 2011.
- Metts, R. (2004). *Disability and Development*. Background Paper Prepared for the Disability and Development Research Agenda Meeting, November 16, 2004. World Bank Head Quarters, Washington D.C, USA.
- Miller, F. A. & Katz, J. H. (2002). *The Inclusion Breakthrough: Unleashing the Real Power of Diversity*. San Francisco: Berrett-Koehler Publishers. USA.
- Mitra, S., Posarac, A. & Vick, B. (2011). *Disability and Poverty in Developing Countries: A Snapshot from the World Health Survey*. World Bank, SP Discussion Paper, No 1109.
- Mkumbo, K. (2008). *Do children with disabilities have equal access to education? : A research report on accessibility to education for children with disabilities in Tanzanian schools*. HakiElimu, Dar es Salaam - Tanzania.
- Mmatli, T, O. (2007). An Analysis of Exclusion of People with Disabilities from Employment in Botswana: A case of Physical Impairment. *Pula, Botswana Journal of African Studies*, 21 (37): 278 - 290.
- Munford, R and Sullivan, M. (1997). ‘Social Theories of Disability: The Insurrection of Subjugation Knowledge,’ in O’Brien, P and Murray, R (Eds), *Human Services: Towards Partnership and Support*. In Mmatli, T, O. (2007). An Analysis of Exclusion of People with Disabilities from Employment in Botswana: A case of Physical Impairment. *Pula, Botswana Journal of African Studies*, 21 (37): 278 - 290.

- Mwakyusa, D, H. (2009). “*Press Release Regarding 2008 Tanzania Disability Survey, on the 10<sup>th</sup> 2009 in Dodoma.*”Ministry of Health and Social Welfare. Retrieved from <http://www.nbs.go.tz>. Accessed on the 10<sup>th</sup> August 2011.
- Ntapu, T, D. (2004). ‘*Disability and Labour Market Discrimination in Botswana*’, *BA research essay*, University of Botswana.
- Nzagi, I. (2009). *Securing the Rights of People with Albinism in Tanzania Mainland: The Right against Social Exclusion*. International Institute of Social Studies. The Hague, the Netherlands.
- Office of the Legislative Draft and Publication (2005).*Legislative Instrument Act 2003, Act No. 139 of 2003 as amended*. Attorney General’s Department, Canberra – Australia.
- Oliver, M. (1990).The politics of disablement. In Shakespeare, T. & Watson, N. (2002).*The Social Model: an out-dated Ideology?* Retrieved from <http://www.leeds.ac.uk/disabilitystudies/archiveuk/Shakespeare/social%20model%20of%20disability.pdf>. Accessed on the 26<sup>th</sup> April 2011.
- Peace, R. (2001). Social; Exclusion: A Concept in Need of Definition? *Social Policy Journal of New Zealand*. 16:17-36.
- Phalula, M. (2006).*Equalisation of Opportunities for People with Disabilities*. Association of the Physically Disabled in Malawi. A CAN Publication. Retrieved from, [http://www.afri-can.org/CBR Information/inside voices final.pdf](http://www.afri-can.org/CBR%20Information/inside%20voices%20final.pdf). Accessed on the 20<sup>th</sup> August 2011.
- Possi, K, M. (1996).Gender and Education of People with Disabilities in Tanzania.*Utafiti (New Series)*, 3 (2):155 – 168.
- Reynolds, G. (2011). *Tanzania news, human rights and Commentary*. Retrieved from [Tanzania-nc.blogspot.com/2011/07/tanzanians-living-with-disabilities](http://Tanzania-nc.blogspot.com/2011/07/tanzanians-living-with-disabilities). Accessed on 25<sup>th</sup> December 2011.

- Rieser, R & Mason, M (1990). Disability Equality in the Classroom: A Human Rights Issue. In Turmusani, M. (2003). *Disability People and Economic Needs in Developing World*. Ashgate Publish Limited.
- Robi, A. (2011). 'Road sign for People with Disabilities in sight,' in The Daily News, 17<sup>th</sup> August. Retrieved from <http://www.dailynews.co.tz/business/?n=23879&cat=busines>. Accessed on the 27<sup>th</sup> September 2011.
- Rutachwamagyo, K. (2008). *The Profile of Tanzanians with Disabilities in Perspective*. A Paper Presented at the St Joseph Monastery – Paris. Retrieved from <http://sites.google.com/a/icd-tanzania/disability-in-tanzania>. Accessed on the 10<sup>th</sup> August 2011.
- Rutachwamagyo, K. (2009). *The Need for Transport Services for Vulnerable Groups in Africa*. Information Centre on Disability (ICD) – Tanzania. Presented at the Conference on Development Sustainable Transportation Systems. August 26 – 27, Arusha – Tanzania.
- Said, T, M. (2006). *Economic Empowerment of People with Disabilities in Zanzibar through their Inclusion in Microfinance and Vocational Training Institutions*. A CAN Publication. Retrieved from, [http://www.afri-can.org/CBR Information/inside voices final.pdf](http://www.afri-can.org/CBR%20Information/inside%20voices%20final.pdf). Accessed on the 20<sup>th</sup> August 2011.
- Semkwiji, D. (Unpublished). *Challenges and Opportunities towards Social Integration and Inclusion: Tanzania Experience*. Economic and Social Research Foundation.
- Sekwao, N, V. (2004). National Report on the Development of Education 2001 – 2004. Ministry of Education and Culture. Dar es Salaam, Tanzania.
- Shakespeare, T. & Watson, N. (2002). *The Social Model: an out-dated Ideology?* Retrieved from <http://www.leeds.ac.uk/disabilitystudies/archiveuk/Shakespeare/social%20model%20of%20disability.pdf>. Accessed on the 26<sup>th</sup> April 2011.

- [Silver](#), H. (2007).“*Social Exclusion: Comparative Analysis of Europe and Middle East Youth*,” Middle East Youth Initiative Working Paper.Wolfen JohnCenter for Development, Dubai School of Government.
- Snyman, A. (2009). Factors with Regard to the Attainment of Workplace equality as Perceived by People with Physical Disabilities.Masters of Arts in Social Science.University of South Africa.
- Tanzania National Bureau of Statistics.(2008). “*Tanzania Disability Survey*”. Retrieved from <http://www.nbs.go.tz/tnada/index.php/ddibrowser/5>. Accessed on 26<sup>th</sup> April 2011
- The Child Health Policy Institute & the South African Federal Council on Disability Social. (2001). *Security Policy options for People with Disabilities in South Africa: an International and Comparative Review*. Prepared for the Committee of Inquiry into a Comprehensive Social Security. Retrieved from, <http://www.ci.org.za/depts/ci/pubs/pdf/poverty/resrep/polopt4dis.pdf>.Accessed on the 24<sup>th</sup> August 2011.
- The Constitution of the United Republic of Tanzania and its Amendment (1977)*.Retrieved from <http://www.judiciary.go.tz/downloads/constitution.pdf>.Accessed on the 26<sup>th</sup> April 2012.
- The information centres for disability in Tanzania* (Undated). Retrieved from <https://sites.google.com/a/icd-tanzania.org/icd-tanzania/disability-in-tanzania>.Accessed on the 26<sup>th</sup> April 2011.
- The United Republic of Tanzania.*National Policy on Disabilities (2004)*.Ministry of Labour, Youth Development and Sports. Dar es Salaam 2004.
- The United Republic of Tanzania, National Bureau of Statistics and Ministry of Planning, Economy and Empowerment.“*Analytical Report of 2002 Population Census*”.Dar es Salaam, 2006.
- The United Republic of Tanzania.*The National Household Budget Survey (2007)*.Retrieved from <http://www.nbs.go.tz/tnada/index.php/ddibrowser/2/accesspolicy>. Accessed on the 26<sup>th</sup> April 2011.

- Turmusani, M. (2003). *Disability People and Economic Needs in Developing World*. Ashgate Publish Limited.
- Twinamatsiko, J. (2006). *Improving Physical Accessibility for People with Disabilities in Kabale district, Uganda*. A CAN Publication. Retrieved from, [http://www.african.org/CBR Information/inside voices final.pdf](http://www.african.org/CBR%20Information/inside%20voices%20final.pdf). Accessed on the 20<sup>th</sup> August 2011.
- Ubwani, Z. (2011). 'Nkya: Accidents, Stigma on the rise,' in *The Citizen*, 19<sup>th</sup> September). Retrieved from [http:// the citizen.co.tz/news/4-national-news/14917-nkya-accident-stigma-on-the-rise](http://the%20citizen.co.tz/news/4-national-news/14917-nkya-accident-stigma-on-the-rise). Accessed on the 19<sup>th</sup> September 2011
- Union of the Physically Impaired Against Segregation (UPIAS, 1976). *Fundamental Principles of Disability*. Retrieved from <http://www.leeds.ac.uk/disabilitystudies/archiveuk/finkelstein/UPIAS%20Principles%202.pdf>. Accessed on 10<sup>th</sup> September 2011
- United Nations (2010). *International Day of People with Disabilities: Millennium Development Goals and Inclusive Development*. Retrieved from, <http://www.who.int/disabilities/cbr/mdg-cbr-infosheet.pdf>. Accessed on the 26<sup>th</sup> August 2011.
- United Nations Children's Fund (2007). *Promoting the Rights of Children with Disabilities*. Innocenti Research Centre, Innocenti Digest No 13. Retrieved from <http://www.unicef-irc.org/publications/pdf/digest13-disability.pdf>. Accessed on 20<sup>th</sup> September 2011.
- United Nations Development Programmes, (2007). *Human Development Report 2007*. NY: Oxford University Press.
- United Nations Educational, Scientific and Cultural Organisation, (UNESCO, 2006). *Literacy for Life*. EFA Global Monitoring Report. Paris - France.
- United Nations Educational, Scientific and Cultural Organisation, (UNESCO, 2008). *Education for All by 2015- Will we make it?* EFA Global Monitoring Report. Oxford University Press.



- United Nations, (1999).*International Convention against Discrimination*. The High Commissioner for Human Rights. Geneva - Switzerland.
- United Nations, (2006).*International Convention on the Rights of Persons with Disabilities*. Retrieved from, <http://www.un.org/disabilities/convention/pdfs/factsheet.pdf>. Accessed on the 4<sup>th</sup> October 2011.
- Wilson, V. (2011).*Including the Excluded; Recommendations for Improving the Enrolment of Disabled Children in Primary School In the United Republic of Tanzania*. Sanford School of Public Policy, Duke University, USA.
- World Health Organisation (2004).*Disability and Rehabilitation Status; Review of Disability Issues and Rehabilitation Services in 29 African Countries*. WHO- Geneva.
- World Health Organisation & World Bank.(2011). “*World Report on Disability*”.Retrieved from <http://www.who.int/about/licensing/copyright-form/en/index.html.pdf>.Accessed on the 06<sup>th</sup> August 2011.
- World Health Organisation, (WHO, 2010).*Community Based Rehabilitation: CBR Guideline*. Geneva- Switzerland.
- World Health Organisation.“*Disability and Rehabilitation WHO Action Plan 2006 – 2011*.”Retrieved from <http://www.who.int/disabilities/enl>.Accessed on 10<sup>th</sup> August 2011.
- Yeo, R. (2001). “*Chronic Poverty and Disability*.” Background Paper 4 Chronic Poverty Research Centre, Institute For Development Policy and Management, Manchester.