

Working and Learning Together in Madagascar - “Miasa Mianatra Miaraka”



Draft Interim Report
on a pilot anti-poverty project in Antananarivo, Madagascar
run by the International Movement ATD Fourth World
with Alcatel-Lucent and DTS
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At right: Members of the WLT Workshop display skirts they have sewn.

Introduction

The anti-poverty pilot project Working and Learning Together in Antananarivo was launched in the spirit of the Millennium Development Goals (MDGs) and the UN Global Compact.

The first MDG is to eradicate completely extreme poverty and hunger. The current benchmarks specify only reducing these proportions by half by 2015. However, ATD Fourth World's experience shows that the most effective approach for eventually reaching complete eradication is to begin with those people who are the hardest to reach. A World Bank working paper in 2006 highlights the benefits of ATD Fourth World's participatory approaches to attacking extreme poverty, including in Antananarivo where a ten-year pilot project on health care created dialog between people from different backgrounds. The health care project, and a book it created,

*"succeed in combining two forms of knowledge: one a result of a harsh life where you always have to be on your toes to survive, and another which is more academic, which can take a step back, but which is often unaware of the constraints present in the lives of the very poor. This new common language [...] gives rise to a new way in which people come together and to forms of knowledge which are no longer used as elements of power by one group over another, but as complements to one another where ideas can grow. [...] This is clearly a bottom-up approach. A top-down approach appears to be totally unsuitable to merging different types of knowledge as it would be based on academic knowledge, which the very poor know nothing about and which would only convince them of being incapable of making any worthwhile contribution."*¹

The more recent Working and Learning Together project builds on this principle of combining two forms of knowledge with a bottom-up approach. Working and Learning Together – "Miasa Mianatra Miraka" – is a pilot project in which adults living in extreme poverty are creating decent work together with businesses. The business framework outlined by the Global Compact aims to "build the social legitimacy of business and markets. [...] Responsible business practices can in many ways build trust and social capital, contributing to broad-based development and sustainable markets."² The Working and Learning Together project is founded on a partnership with Alcatel-Lucent and DTS in order to promote this kind of broad-based development and social legitimacy.

1. Description of the labor market functioning in Antananarivo with its formal and informal sectors and the place of very poor people within it

On a national level, the World Bank's assessment in June 2007 reports that,

"The majority of workers in Madagascar can be characterized as 'working poor.' Policy issues thus revolve around creating 'good' jobs rather than creating any jobs. [...] Although 86 percent of the working age population was gainfully employed in 2005, 65.4 percent of them live in poverty. [...] Workers with little or no education are primarily found in the lowest paying sectors. [...] Nearly one in five children works. [...] Child labor is 42 percent higher among poor households than among non-poor households. [...] Over a quarter of the employed work in more than one job, and they do so primarily because earnings are low, not because employment is

¹ Godinot, Xavier and Wodon, Quentin. *Participatory Approaches to Attacking Extreme Poverty: Case Studies Led by the International Movement ATD Fourth World*. World Bank Working Paper N° 77. Washington, DC: 2006, pp 52-3.

² <http://www.unglobalcompact.org/AboutTheGC/index.html>

seasonal. In Madagascar, 28.9 percent of the working age population has more than one job. This is more than a 100 percent increase from the 13.3 percent that reported holding multiple jobs in 2001. [...] Poorer households have begun turning to informal employment in the service sector.”³

More specifically about urban Madagascar, the World Bank reports:

“Between 2001-2005, poverty declined more rapidly in rural areas than in urban areas. This was a marked contrast to 1997-2001 [when] the export processing zone sector improved job opportunities and reduced poverty in urban areas. [...] Urban employment remains lower than rural areas at 72.3 percent. [...] The share of women among the employed remained roughly 47 percent in urban areas. [...] In large urban areas, 42.8 percent of wage workers are unskilled.”⁴

The Malagasy Observatory on Employment and Training notes that 73% of workers are in the informal sector, and that, in the “national reality,” children begin entering the work force as young as age 6.⁵ A local article describes the situation of the underemployed: “Even when their skills will not be fully used, the working age population would prefer to do any kind of informal work in order to survive, rather than to remain unemployed. This has led to the abundance of three million underemployed among Madagascar’s active population.”⁶ The Malagasy Minister of Public Works, Mr. Jacky Tsiandopy, notes: “Creating productive employment concerns us all, so that the three million underemployed and the 432,000 unemployed will have decent work. A country’s economic growth is not enough.”⁷

In the capital city of Antananarivo – with a population of 1.2 million – the average household includes about 4.9 people. Although there is a harsh rainy season, and the 1300-meter altitude means that winter temperatures can be as low as 5 or 10°C,⁸ only 52.5% of them live in weather-resistant homes of brick, cement or stone. The vast majority – 83% - have no indoor running water or flush toilets.

The place of very poor people in the labor market

AFVP (Association Française des Volontaires du Progrès), a non-profit organization, conducted a study in 2002 including interviews and home visits of 90 people living in four among the worst slums of Antananarivo.⁹ The results confirm that most of the people in these districts work informally:

- sorting and selling garbage;
- in roadside or itinerant commerce selling tiny quantities of peanuts, other food, illegally gleaned tinder wood or charcoal;
- washing and ironing laundry;

³ Stifel, David and Rakotomanana, Faly Hery and Celada, Elena. "Assessing Labor Market Conditions in Madagascar, 2001-2005." *Africa Region Working Paper Series Number 105*. World Bank, June 2007, pp v-ix.

⁴ *Ibid.*

⁵ Navalona R., “73% des travailleurs dans l’informel,” *Midi Madagasikara*, Issue N° 7359, 20 October 2007.

See also: Observatoire malgache de l’emploi et de la formation professionnelle continue et entrepreneuriale. http://www.omef.mg/index.php?page=detail_icmt&id_icmt=3

⁶ Navalona R., “Trois millions de sous-employés,” *Midi Madagasikara*, Issue N°7353, 13 October 2007.

⁷ Navalona R., “73% des travailleurs dans l’informel,” *Midi Madagasikara*, Issue N° 7359, 20 October 2007.

⁸ 40 to 50° Fahrenheit

⁹ Rafetison, Sarah and Rakotomalala, Faniry and Brunel, Anne and Brillet, Marie and Coquelin, Anne-Marie. "Antananarivo 2002: Visages d’Exclusion" [Faces of Exclusion]. Antananarivo: Association Française des Volontaires du Progrès, 2002. (Because this study was carried out during the political and economic crisis of 2002, here we quote only elements that are still descriptive of the situation in 2007.)

- carrying water, bricks or sand;
- guarding parked cars;
- hauling goods by rickshaw;
- breaking stones into gravel;
- begging;
- in prostitution.

More formal work includes draining sewage pits, domestic service or laboring in export processing zones. The study notes that, "Many families are very poor and do not have enough to eat every day. [...] Some live on whatever odd job they find from day to day."

One of the women interviewed by AFVP about her work as a laundress said that she is very badly paid, and feels "belittled and disrespected" when she is given certain things to wash. She says, "Since I'm illiterate, I could never be anything but a servant." Those who spoke of prostitution "had the lowest self-esteem and had generally begun [this work] after a husband's departure left them with no resources. [...] It is generally undertaken as a last recourse to be able to feed one's children and also hidden as a source of shame."¹⁰

The national director of ATD Fourth World in Madagascar notes, "Getting out of the circuit of informal work is really the ideal these families carry. For some of them, working 'informally' is almost like begging. Their ideal is a real job, with real recognition, regularity, and ensuring a real income."¹¹



A 2007 article in *Midi Madagasikara* about professional sanitation workers reports: "Those employed in the capital by sanitation companies work in very bad conditions. They have no gloves or boots, and most have no overalls. Those we spoke to in Besarety this week affirm, 'We are injured daily, either on our hands or some other part of our bodies. As for the odors, they follow us home and stay for days.'"¹² Conditions are even

harsher for those sorting garbage informally. They must do so either in the evening, during the night, or in the very early morning. Some of them sell what they find to merchants who deal in large quantities of recyclable items; others spread everything out at the roadside to spend the days selling them directly to passers-by. Some live directly at garbage dumps in order to be there when trucks deliver the refuse in the middle of the night. Others are used to working at specific dumpsters throughout the city. Their work day might start at 3 or 4 p.m. when they set out on foot towards dumpsters that might be quite far from their homes. Leaving their homes empty after dark would invite theft, so at least one member of the family usually stays home to keep watch. They sort the garbage after sundown, and may

¹⁰ *Ibid.*, pp. 35-36.

¹¹ Pailler, Stéphanie, « Grand reportage : Journée du refus de la misère, l'expérience d'ATD Quart Monde à Madagascar », Radio France-International broadcast, 16 October 2007, http://www.rfi.fr/radiofr/editions/072/edition_52_20071016.asp.

¹² Hanitra R., "Très mauvaises conditions de travail," *Midi Madagasikara*, issue N° 7359, 20 October 2007.

reach home around 10 p.m. or midnight. The next morning at dawn, they sort and wash whatever can be reused, and then spend the day selling it. This kind of work usually helps people earn from 1000 to 3000 Ariary per day, but it can also bring as little as 600—or as much as 4000 if they happen to find a cooking pot, heavy scrap metal or electronic parts.¹³

Other families live directly at a dump in order to be available at whatever time a garbage truck comes. Families sort refuse every night until about 4 a.m. At dawn, they go to sell what they have found in the market. An 11-year-old boy who lives at one dump says, “At night I scavenge for papers, and for candy. I sort out used bottles, fabric, pieces of denim. When I’ve done all that, then in the daytime, I can play soccer. I play like Zidane!” This boy’s family lives in a home cobbled together from scraps of cardboard and sheet metal. It floods every year during the rainy season. A 19-year-old girl says, “When we see the trucks coming, we run and push our way to the front so we can sort out the fabric and plastic bags. We had no work before and couldn’t afford rice. That’s why we moved here, to be able to eat three times a day.” A mother of four, age 28, has lived at a dump for three years. She says, “We want to leave the dump and to be able to live as others do. I don’t want my children to become like us; I want them to go to school, so I wish we could leave this place.” But for families who know how to earn a living at the dump and do not feel welcome in mainstream society, it is not easy to find the confidence and skills needed to find decent work elsewhere.¹⁴

Although only 37.5% of young people surveyed want to work in the informal sector, it is the sector creating more than 57% of new jobs. AFVP also notes that it is not always the homeless people who have the least income. Families living in slum districts often have more children to feed and less time to earn cash. Many homeless individuals earn twice or even three times as much as those living in simple shanties.

Living conditions of those doing the worst kind of work

The AFVP study describes Ambalavao Isotry district by reporting on the lack of public latrines and any possibility of evacuating sewage for 765 households (containing 3602 individuals). In the Andavamamba district, it notes the stagnant waters that cause a high incidence of cholera and other diseases in every rainy season. In the southern Antohomadinika district, almost the entire area is flooded by at least 30 cm. every rainy season while most people live in wooden cabins along very muddy and narrow passageways “along canals that flood and give off a nauseating odor,” according to the study.

Among families known by ATD Fourth World in and around the capital, many do not have enough to eat and might spend some days with only fried tomatoes and water as their single meal. Many children do not attend school at all, or leave after only a short time, because their parents cannot afford the cost of school supplies and the 5000 Ariary enrollment fee per child requested by public schools.¹⁵ Often these families go into debt in order to send their children to school.

Another obstacle both to schooling and to formal employment is a lack of identity papers. Many people either have never had identity papers (often because they were born outside hospitals) or have lost them. Getting such papers can be costly (especially when it involves

¹³ 1000 Ariary is approximately 50 US cents.

¹⁴ Pailler, RFI broadcast.

¹⁵ About \$2.50 USD.

traveling to a distant birth place, and paying the travel and food costs for neighbors who can testify to an unregistered birth date), as well as particularly difficult for adults who are not completely literate and are told to hunt through piles of old records when civil servants are unable to do so for them. In addition, those who have no fixed address are not able to obtain the residence certificate needed for a national identity card.

Personal testimonies of work history

Participants in the Working and Learning Together pilot-project describe a variety of work situations in their families prior to joining the pilot-project.

A 46-year-old man recalls:

"There was a time when I worked for an automobile company . But because of the crisis of 2002, I was fired for having participated in the strikes. Only those who did not go on strike were allowed to continue working there. I found myself out of work with a family to feed. Other companies refused to hire me. There's an age limit, they only hire the young people. My wife had no work either. She did wash other people's laundry, but it was irregular so we didn't know when she would be earning money. Life was really hard. I didn't have an employer, but sometimes I did find odd jobs to do: in masonry, as a manual laborer. I did whatever I found to feed my family, but I didn't always find work. I walked all over the place looking for work. I wandered, I had nothing to keep me busy."

An other participant, a woman, age 34, is a single mother raising three sons. She says of her work history:

"Before, I never had a regular job. My mother died when I was 2 years old. Then my father was suspected of a robbery. He was put in prison and I had nowhere to go, so I lived with my aunt for a few years. But there was a misunderstanding and I had to move out. I was in the streets, so I took a job as a servant. I was allowed to live in my boss's home, but I wasn't paid any money. I quit when my boss refused to give me time off to visit my father in prison. When I was 17, I would travel to Nosy Be to sell mangoes, but they were almost rotten because that was all I could find that was cheap, and all I could afford. I sold tamarind fruit too, to be able to afford food. My husband had no work, but he sometimes caught fish. With my tiny profits, I began selling wood for heating. Then I began a roadside food stall, but I had to save up to buy cooking utensils. I really had nothing, even though I needed the utensils. Next I tried selling packing materials. I would walk all the way to Talatan'ny Volon'ondry to sell them. The hardest part of my working life was that I had to walk dozens of kilometers, and I was exhausted. If I managed to sell everything, I would take the jitney bus home, but otherwise I would walk the whole way back, trying to sell what I had left on the way. I was really tired of so much walking. Sometimes I would leave at 4 am to get to Talatan'ny Volon'ondry just to have the time to get back home to Antohomadinika the same day."

A mother of seven children used to earn her living by walking many kilometers every day to go door to door and ask people for used plastic bottles that she could recycle.

A 17-year-old boy now in the computer workshop has five brothers and sisters. Their mother, who was a laundress, died when he was 9. Their father used to work for a factory making batteries, but was laid off and now does odd jobs to get by. When this boy was 12,

he had to leave his family to go to work at a garbage dump where he has worked for the past five years to earn money to help the rest of the family.

Another boy, age 15, used to work in an open-air market place to sell plastic bags to shoppers. He says, "I could sell a lot of them, but as I got older I had to stop because it's shameful to sell plastic bags at my age." The work was also difficult because he could never earn enough profits to start selling a product worth more. He also had to do a lot of walking throughout the city to reach various market places and to find customers. He says, "It took a lot of courage and a lot of energy." This boy's mother died giving birth to him, and his father died when he was five. He lived for a time with his aunt, who helped him attend school, but he had to leave school in the 7th class¹⁶ when paying school fees became too difficult. He now lives with his two older sisters and with the three young children of their brother who lives at the coast where he works as a longshoreman. Neither of the sisters has work.

A 21-year-old man used to work in a grocery stall with his older brother, but left following a series of arguments with the brother. He then found work on a jitney bus, calling out the names of stops and collecting money from passengers for the driver.

A 40-year-old woman is a widow living with her daughter, grandson, and her late husband's relatives.

"I was orphaned at the age of 2 and grew up with my aunt. I went to school but had to stop at age 15 because my aunt could not afford it any more. I sold used clothing. Then I had to leave her home because I was suspected of having stolen something. So I went to work as a domestic, but my boss didn't pay me regularly, so I left. I had nowhere to go, so I slept in the streets, and I kept bad company. But I also met my husband and we had a daughter. I moved in with my husband, but then the Cyclone Géralda destroyed our home. The district gave us shelter with other victims of the cyclone, but they couldn't house us forever. All three of us often slept outside. My husband was ill for a long time because he couldn't take the cold and the rain. We did get help to fix our house three years ago, but my husband had been ill so long already, and he died. I was not working, I had nothing, so sometimes I had to resort to prostitution to earn money. I was becoming an alcoholic because my life was so difficult that I didn't want to have to look at it with a clear head. I had a child to feed and no employment. That's what led me to prostitution, I had no other way to earn money."



A mother of four explains:

¹⁶ The fifth year into primary schooling.

"My work is scavenging for the debris from used charcoal. I'm embarrassed by scavenging, but people can say what they want. At 4 a.m., I go to the parking lot where long-distance jitney buses wait for passengers. I look on the ground for any charcoal dust left from their fires. If I'm not quick enough, the debris will be taken by a truck working for brick-makers because they also use this kind of coal dust to bake bricks. After I've collected the coal, my daughter and I filter it by hand so it can be sold and used again. I don't earn much, but the children have to eat."

Another 40-year-old woman is married with three children.

"I never had a regular job. Sometimes I would do laundry to earn money, but I couldn't always find that kind of work and then I earned nothing. Five years ago, my husband lost his job. Then we sometimes didn't eat. Both of us looked for odd jobs, but didn't always find them. My life was unstable and very hard. Also, doing laundry is very tiring. I was always hunched over the basin and it harmed my health. The ironing is hard too, because I would use coal embers to keep the iron heated, and the coal smoke would give me headaches. It was very hard."

A 49-year-old man is married and raising six children. His wife works as an itinerant merchant. He describes the challenges of having to go far from his family for his work.

"There was a time when I worked driving a truck or a long-distance jitney bus, but I stopped that work when my wife was expecting our second child. She wanted me to stop because drivers always cheat on their wives, so I quit. Then I tried selling things second hand. I sold used tires next to a gas station. I would go down to the city of Toliara to find tires I could sell here. But I had to stop because when I was away, a relative of ours took advantage by cheating my wife out of the small sum of money we had managed to save. After that, I was an itinerant merchant, walking around Analakely with goods on sale. The problem with that was that I couldn't always sell enough to cover the cost of what I was selling. I would take things on consignment from a merchant and I was supposed to pay him from the profits if I had sold anything. I had to borrow money. I'm still paying that money back. The hardest times were the days when I couldn't sell a single thing, not for one single coin, even though I had a whole family to feed. I really had to manage to get food every day. When no one bought things, if I had food to sell, I would feed it to my family instead."

2. A definition of decent work related to the situation of people mired in extreme poverty

Regrettably, decent work was almost completely absent from the strategic objectives for poverty reduction formulated in 2000. However, during the September 2005 World Summit, the goal of decent work for all was included as a

"central objective of our relevant national and international policies, as well as our national development strategies, including poverty reduction strategies, as part of our efforts to achieve the Millennium Development Goals. [...] We also resolve to ensure full respect for the fundamental principles and rights at work."¹⁷

Full productive employment and decent work are scheduled to be integrated into the MDGs. Currently, MDG target 16 is "In cooperation with developing countries, develop and

¹⁷ Resolution Adopted by the General Assembly: World Summit Outcome. UN document A/RES/60/1, 24 October 2005, para. 47.

implement strategies for decent and productive work for youth." The MDG Monitor¹⁸ notes that an improved progress indicator for future years is under development by the International Labour Organization.

The Director General's Report to the International Labour Conference in 1999 defines decent work as:

- productive work under conditions of freedom, equity, security and dignity,
- in which rights are protected,
- and adequate remuneration and social coverage are provided.

That report also stresses the importance of a tripartite approach and social dialog.

In another report the same year, the ILO Director General adds the importance of safety, stating: "by decent work we understand labour in conditions of freedom, equity, safety and human dignity."¹⁹ In a report the following year, he also underlines the possibility to take part in all decisions that may affect workers as a component of decent work.²⁰

Looking at the situation of the very poorest workers in Antananarivo, it is clear that these standards for decent work are not met. In the informal sector, no social coverage is provided, nor are there any possibilities of social dialog or workers taking part in decisions that affect them. In the export processing zones, one human rights report notes that only 14% of the workers are represented by labor unions. It also states, "Sexual harassment is against the law, but the practice was widespread, particularly in export processing zone (EPZ) factories. The government enforced sexual harassment laws when brought to court; however, cases were rarely reported."²¹

For those sorting and selling garbage (either informally, or semi-formally for companies that come to the dump to buy recyclable materials), conditions are particularly dangerous. Because garbage arrives at dumps at irregular times in the middle of the night, whole families live there (adjacent to dumps in the dry season, but on top of refuse when necessary to escape flooding). The broken glass underfoot, the lack of gloves, boots or any protective garments, the continual smoke from burning refuse, and the presence of particularly dangerous items such as used batteries or spoiled meat, all contribute to a very unsafe environment for both workers and their children. While the government does set occupational health and safety standards for workers and workplaces, they have only 77 labor inspectors nationally. "Sanctions from the 397 workplace inspections during the year ranged from warnings to orders that the company resolve the problem. No workplaces were shut down as a result of workplace complaints. [...] Enforcement in the much larger informal sector remained a serious problem."²²

Although prostitution is legal for adults in Madagascar, it remains dangerous work increasing risks of violence, and sexually transmitted diseases, including AIDS. (The number of HIV

¹⁸ An initiative of the United Nations to track progress toward the goals and targets. <http://www.mdgmonitor.org/goal8.cfm>

¹⁹ Somavia, Juan. "Decent jobs for all in a global economy; an ILO perspective," document submitted to the Third WTO Ministerial Meeting (30 Nov. - 3 Dec. 1999), <http://www.ilo.org>.

²⁰ Somavia, Juan. Introduction in "Globalising Europe. Decent work in the information economy. Report of the Director General." Sixth European Regional Meeting, ILO, Geneva 2000, vol I, p. X.

²¹ U.S. Department of State. "Country Reports on Human Rights Practices - 2006 - Madagascar." Released by the Bureau of Democracy, Human Rights, and Labor. March 6, 2007, <http://www.state.gov/g/drl/rls/hrrpt/2006/78743.htm>

²² *Ibid.*

positive people in Madagascar increased by 40% from 2001 to 2003 and less than half of young people know that "a healthy-looking person could be infected with HIV."²³)

For all of the work by the most vulnerable, remuneration is most often inadequate, even for the most basic necessity of food, let alone for the costs of keeping children in school. The US human rights report notes: "The monthly minimum wage was \$27.30 (56,713 Ariary) for nonagricultural workers. This did not provide a decent standard of living for a worker and family, particularly in urban areas. Although most employees knew what the legal minimum wages were, those rates were not always paid. High unemployment and widespread poverty led workers to accept lower wages. [...] A 2004 Catholic Relief Services report on working conditions in the EPZs indicated that 86 percent of employees surveyed regularly worked more than 40 hours per week. In some cases this overtime was unrecorded and unpaid."²⁴

3. How this pilot project fits into the different anti-poverty programs of Madagascar

In 2003, when the government of Madagascar prepared its first Poverty Reduction Strategy Paper, the indicators showed that the country qualified for the Heavily Indebted Poor Countries Initiative. In 2005, in order to work toward the MDGs, the government and the UN system designed a development strategy called the Madagascar Action Plan (MAP), whose implementation began in January 2007. Its objectives for 2012 are to reduce the percentage of individuals living on less than \$2 a day from 85.1% in 2003 to 50%, and to increase the rate of growth to 10%.

The UN Human Development Programme's Human Development Index 2006 ranks Madagascar 143rd out of 177 countries with data. (This index is based on a combination of the life expectancy at birth, adult literacy, school enrollment and GDP per capita.) Although the MDG Monitor notes recent progress by Madagascar in the under-five mortality rate (94 per 1000 in 2004) and immunization coverage, the Monitor notes: "The main challenges that the country faces are in capacity-building and mobilizing resources to ensure the implementation of the Madagascar Action Plan."

Work and training

The International Labour Organisation's Director-General considers that the Organisation's primary mission in Africa has to be to seize the opportunities afforded by democratization in order "to promote opportunities for women and men to obtain decent and productive work, in conditions of freedom, equity, security and human dignity."²⁵ The ILO reports: "Unemployment represents one of the greatest challenges to the development of the continent. [...] When the number of working poor is included, the employment picture looks even more unfavorable. [...] If extreme poverty is to be halved by 2015, an employment-centered growth strategy is required. The goal of full and productive employment and decent work as a logical means to reduce poverty and inequality is increasingly being embraced by policy-makers."²⁶ In linking Decent Work Country Programmes to national development priorities, the ILO stresses, "Employment and labour issues need to be

²³ Henry J. Kaiser Family Foundation. "The HIV/AIDS Epidemic in Madagascar." Policy Fact Sheet, October 2005, <http://www.kff.org/hivaids/upload/7358.pdf>

²⁴ U.S. Department of State.

²⁵ http://www.ilo.org/global/About_the_ILO/Media_and_public_information/Press_releases/lang--en/WCMS_007963/index.htm

²⁶ ILO. *The Decent Work Agenda in Africa: 2007-2015. Report of the Director-General*. Geneva: April 2007, p. 7

analysed and addressed using a decent work lens that does not just focus on employment creation as such, but also includes the perspectives of principles and rights at work, social protection and social dialogue."²⁷

The Madagascar Action Plan 2007-2012 notes a significant rate of underemployment, a lack of qualifications by workers, and a disconnect between education and the needs of employers. Among the MAP's goals are:

- full employment;
- to develop initial and ongoing training of workers in ways that meet the needs of the economy;
- to support transitions from the informal sector to the formal sector;
- to "change the state of mind" to support the efficiency of economic activity;
- to reinforce the operational capacity of places that promote craft work.

The Working and Learning Together (WLT) pilot-project is developing an approach that can help Madagascar to work toward those five goals. Two meetings so far have been held between WLT and the Ministry for the Budget and the Economy. During a day-long session in May 2007, the director of the ministry's support service for local initiatives and for the private sector met with all the members of the WLT pilot-project workshop to advise them on the legal context for establishing a cooperative and the different possibilities for profit-sharing. At a second meeting in October 2007, further news of the pilot-project was shared with the ministry, which continued to give helpful advice concerning the economic context, and how and when to elaborate the formal framework of the cooperative.

Literacy and education

Literacy and education are common priorities for both the MDGs and Education for All.

- The literacy rate of 15-24 year-olds is one of the progress indicators being used to monitor target 3 of the MDGs ("Ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling.")
- The adult literacy target of Education For All is to reduce current levels of illiteracy by 50% by 2015.

However, Madagascar is considered "at serious risk" of not achieving the EFA goal.²⁸ The Madagascar Action Plan estimates current illiteracy of all Malagasies aged 15 and over at 48%. Although the MDG Monitor notes recent progress by Madagascar in the net rate of primary school enrollment (87% in 2005-06), Madagascar is currently considered to have a "low chance" of achieving the goal of universal primary education.²⁹ Only 27% of children aged 11 to 14 attend secondary school.³⁰ Only 9% of 15 to 18-year-olds are in school, and only 0.35% are enrolled in vocational training programs. The MAP aims to double these percentages in five years.

The 3^d commitment of the MAP is to transform education in ways that "stimulate creativity and help learners transform their dreams into reality." The goals include:

- a guarantee of literacy and of consolidating and sustaining knowledge and learning
- support and encouragement for children in vulnerable and disadvantaged zones

²⁷ *Ibid.*, p. 23.

²⁸ Education for All Global Monitoring Report 2006: Regional Overview, Sub-Saharan Africa. http://www.unesco.org/education/GMR2006/full/africa_eng.pdf

²⁹ *Ibid.*

³⁰ Madagascar Action Plan 2007-2012, page 55.

- reinforcing the teaching of science and technology, and developing transversal competencies (creativity, competitiveness, and business sense)
- producing and distributing more teaching materials in the Malagasy language
- working with the private sector to develop more vocational training
- introducing computer and communication technology
- developing self-directed learning
- intensifying literacy programs for youth and adults outside of schools
- proposing specific literacy programs for youths aged 11-17
- developing “a national strategy to reintegrate into the formal sector unschooled children by providing them with training and advice about literacy and their aptitudes.”

The WLT pilot-project aims to improve the literacy of particularly disadvantaged youths, introduce them to information technology, and enable them to create software for teaching literacy skills in Malagasy, thus helping to meet these goals both for the young people directly involved and for others who could eventually use their software.

In August 2006, representatives of the Working and Learning Together pilot-project met with officials from the UNDP’s office in Madagascar to speak about the Education for All goals and how this pilot-project fits into them.

4. Description and preliminary assessment of the different activities implemented in the project, carried out with the participants

Working and Learning Together – “Miasa Mianatra Miaraka” – is a pilot project in which adults living in extreme poverty are creating decent work together with businesses. In the research dimension of this project, we are working with the participants to define the conditions needed for this, so that they can be replicated elsewhere.

Background

Regular meetings of adults from one district of Antananarivo (southern Antohomadinika) and involved in ATD Fourth World have taken place for more than ten years now and usually include 40 to 60 people. Since 2004, similar meetings have also taken place with adults living at a dump on the outskirts of the capital. While the discussions often focus on human rights, and on ways to improve the situation of their families and the whole community, lack of income is repeatedly cited as an obstacle to any kind of planning for the future, and particularly to getting health care, sending children to school or getting training for young people. In fact, these adults and the others in their community work from dawn to dusk trying to earn what they can.

In addition to the kinds of unskilled labor cited above, some of these adults also work as craftspeople, for instance crocheting or making brooms or baskets. But none of their work ensures adequate income. For those who make crafts, clean raw materials are expensive. Those who crochet doilies, for example, cannot afford new skeins of yarn, so instead they buy used knitted items they can unravel, or collect yarn from products discarded by the economic processing zone factories, although this limits the aesthetic appeal of the finished doilies. Those who weave baskets use reeds that have already been used to bundle laundry. Furthermore, very few of the poorest dare leave their own very poor district to sell their crafts in competition with the craftspeople in the tourist markets.

These adults wanted to enlarge their possibilities by creating a more formal work environment together. Those who were already making crafts, or had done so in the past, also wanted to share their know-how with the others.



In 2005, this teaching of craft skills began very simply for crocheting, embroidery and hair cutting. Both teachers and apprentices donated their time outside of their regular working hours. ATD Fourth World donated the raw materials, but as long as this work was done in one another's homes, it was limited by the lack of a clean and well-lit workspace. The embroidery group met the most often, twice a week, and in 2006 was able to begin using a room rented by ATD Fourth World. The same room also housed a carpentry workshop that began in April 2006 with five participants.

At the same time, in France a partnership was beginning with Alcatel-Lucent for sponsorship of this pilot-project. Beginning in the 1990s, ATD Fourth World ran anti-poverty projects in partnership with large and small businesses in France, including Electricité de France and Téfal. Kofi Annan launched the Global Compact in 2000 to include businesses in the partnership of governments, non-governmental organizations and international institutions to end extreme poverty and defend human rights. In this spirit, in 2004, ATD Fourth World launched an appeal for broader partnerships in fighting poverty, in the northern and southern hemispheres. Of 32 French companies doing business in Africa that were approached, four of them responded positively, including Alcatel and CFAO (a distributor of automobiles and other products). The project proposed to them aimed to test the conditions under which the economic logic of businesses and the human rights-based logic of ATD Fourth World can be complementary, and not in opposition to one another. To this end, it was necessary to create common language and objectives between two worlds with very different cultures. Fighting poverty requires that people first agree to change themselves. It takes time. Defining the basis for a common project with Alcatel and CFAO took a year.

The next step was linking the beginnings of the project in Madagascar with these international partnerships, in both bottom-up and top-down ways. In June 2005, the Alcatel-Lucent group accepted ATD Fourth World's proposal of partnership in Madagascar. The director of Alcatel's Digital Bridge spent a week in Madagascar in February 2006 meeting with members of ATD Fourth World and others who might support this pilot-project. CFAO made a cash contribution of 7000€ to the project. Alcatel's contribution to the project is in-kind and consists of installing a WiMAX antenna with five connection terminals for two years to a computer workshop also designed for the project. The computer workshop is a place for training young people from very poor backgrounds, and will make it possible to sell crafts via internet at international fair trade prices.

The Data Telecom Service (DTS) agreed to offer the project two years of free internet access, from November 2007 to November 2009, as well as covering the customs costs of

imported materials. A protocol agreement was signed to this effect by ATD Fourth World, Alcatel-Lucent and DTS in September 2006. The Director-General of DTS announced during the International Day for the Eradication of Poverty (17 October 2007): "At the end of the training [run by ATD Fourth World] DTS is committed to integrating into the company the most deserving and motivated youths, so that they can become spokes-people, trainers and advisors to other Malagasies hoping to progress thanks to the possibilities of communication technology."

The World Bank agreed to fund the research aspects of the project.

The pilot-project is now defined as setting up craft and computer workshops that will eventually become an autonomous cooperative. It took six months to find a suitable and affordable site for these workshops. Finally in September 2006, the workshops began in earnest in a building in Tsaramasay-Ankazomanga. By December 2006, 36 people were participating in these workshops:

- sewing (8 people)
- embroidery (8 people)
- computer training (16 people)
- woodworking (4 people)

Regular planning and evaluation meetings include all the workshop participants. Additional workshops opened in 2007:

- crushing peanuts to make cooking oil
- weaving traditional silk burial shrouds

As of November 2007, these workshops now include a total of 62 people. (Of these, 40 are enrolled in the computer training classes and 22 in the craft workshops.)

Some participants had previously been part of other formal training programs but did not find employment. In general, only one member of a family may participate in any of the workshops, to ensure that as many different families as possible be part of the project. The participants were recruited from both members and non-members of ATD Fourth World, with a particular focus on those in the most difficult situations. For instance, one participant is a single mother, age 34, who has lost one of her four children to tuberculosis and who has herself recently had one leg amputated from the knee down due to an untreated infection. Her previous work was selling vegetables at the roadside, but her amputation made it impossible for her to travel to get vegetables to sell.

The craft workshops

Embroidered and sewn objects (tablecloths, handbags, and covers for yoga cushions) have been sold to Sangha, a fair trade boutique outside Washington, DC,³¹ and to individuals in Madagascar. An order was filled for 60 event souvenirs in the form of miniature wooden canoes. Other products being made include bedspreads with pillowcases, skirts, uniforms, benches and tables, and decorative wooden key racks.

Beginners work only part-time while they are being trained, and increase their hours to full-time when they can work independently. The training is hands-on and adapted to each person's background. Although the quality of the work done was initially at an amateur level, it has been steadily improving.

³¹ <http://www.sangha.ws/index.html>

- After an initial period of learning basic techniques, the participants in the embroidery workshop received a more formal training full-time for one week, and then once a week for a month, with a professional from CENAM (the national center for Malagasy craft work). Additionally, visits to ASA (Ankohonana Sahirana Arenina) a craft center for adults having lived in the street have helped WLT participants learn new techniques.
- A professional from the Soanavela Center provided 11 days of training for the weaving workshop.
- In the sewing workshop, training began with the use of an electric sewing machine (overcasting stitches, how to repair the machine, etc.). Four months after the opening of the workshop, participants decided to each specialize in different tasks. Some make collars, others the wrist or waist portions of a garment, and so on.
- Two of the participants in the carpentry workshop have already worked with wood and shared their knowledge with the others. Sometimes during the training period, it becomes clear that a participant would be better off changing workshops, as was the case with one man whose vision was not good enough for fine woodworking and who then switched to participate in the peanut-oil workshop.
- Intensive training was donated by ASA for two project participants. One of them was subsequently hired by ASA. The other used to have regular earnings from doing odd jobs for the local district office. He gave up this steady work in order to help the Working and Learning Together cooperative by getting high quality training himself for nine months and then supervising a WLT workshop where he could share his know-how.

Additional training common to all the craft workshops is organized around human relationships and interpersonal skills in link with CEPA, a center for on-going adult education.

Workshop participants note their presence and hours in their individual notebooks where a supervisor also notes how their time is spent each day and what was produced. Absenteeism began at about 10.9%. It improved to 6.9% after the first three months – but then a particularly harsh season of rains and long-term flooding increased absenteeism to 10.6% six months into the project. It remains an issue, particularly for those whose lives are most difficult.

Several participants bring nursing babies to the workshops and combine their work with childcare.

One obstacle to higher profitability is frequent thefts of the peanut oil (a severe shortage of cooking oil struck the country in early 2007). The cost of these thefts comes from the pay of those who were responsible for it at the time of the theft.

Although productivity is expected to increase, during the first year of the project, it has been low. For instance, 80% of the women in the embroidery workshop need a full month for each tablecloth and set of napkins they make. The woman who runs the embroidery workshop observed: "People always say that the poor are lazy. But I've come to understand that when a person is sitting with their head in their hands, it doesn't mean they don't want to do anything. It can mean that they have too many worries."

The person responsible for the craft workshops writes in an evaluation:

A proverb says that "those who do not know how to weave a basket know how to make a tool for measuring rice." This means that each person is useful and necessary for a project together. In the workshops, we see people helping each other out and sharing news with one another. At the same time, "Oxen who lie down

at the same time do not wake up at the same time.” Some people catch on quickly while others may need more time. There are also conflicts concerning: ill-judged speech, late arrivals, people who may arrive drunk, or accusations of theft. Although we do not yet have fast production, we take the time to find cooperative ways to avoid these conflicts. Every month, we all sit down to evaluate and resolve any difficulties openly. People can speak face to face and share advice. We created the workshop rules together, and continue to modify them when needed.

There is a traditional culture of looking down on those who do not succeed quickly. They are considered without value, are pushed aside and they feel incapable. We have chosen to keep a spirit of sharing in these workshops, in keeping with the initial idea of highlighting people’s hidden talents.

People in poverty are under-estimated. Only the well-off are considered to be agents for economic change, even though the poor also produce goods. Here, we shed light on the activity of the poorest people and the income they can create for the country’s tax base. Their products can be sold and they are economic agents too. This is a source of pride for a whole family that then will be shared as they help others get out of extreme poverty as well.”

The computer discovery workshop

This workshop is reserved for youths aged 13 to 25 and living in extreme poverty. The goal is for them to broaden their knowledge of literacy, of computers, and of the internet. They will create software to teach literacy in the Malagasy language.

The first three-month training cycle began in November 2006 with 18 youths, two of whom were also working nights sorting garbage at a dump. Another works at night as a delivery truck driver. A fourth continues to work evenings unloading sand from riverboats or bricks from trucks.

As the young people advance in the training, they each have opportunities to reinforce their skills by sharing what they have learned with others. In early 2007, the second training cycle included young people living in the streets and recruited by other non-profit organizations. They are taught:

- What a computer is and how it organizes information
- Extra support in basic literacy for those who need it
- Use of Microsoft Windows, including Word, Excel and Powerpoint
- Use of Corel Draw to manipulate images and create graphic art
- Use of the internet and how to create a website, with each participant making an individual site
- Links to the professional world, as well as education in civics and citizenship
- French language instruction (because no computer programs and very few websites exist in the Malagasy language).



Many of the participants are not yet literate in French, and some have very weak literacy even in Malagasy. While the software used for instruction does require knowledge of written French, participants are taught to navigate programs visually while their language skills catch up to the program. Emphasis is also placed on visual tools, such as manipulating graphic designs and photos.

The person responsible for this workshop works closely with each young person not only in the project, but also in link with their family and their everyday life. After the first cycle, he noted some of the challenges they face:

- *A 15-year-old cannot read. She does odd jobs, but her difficulty with numbers keeps her from being able to help her family sell fruit and vegetables. She is trying this training program, but feels awkward and tries to hide her lack of education from the others. The trainers have noticed that, even though the training is hard for her, she becomes enthusiastic every time a new theme is introduced. They insist on respect among all in the workshop to ensure that she will feel comfortable.*
- *An orphan, the oldest of three children, had no decent trousers to wear. He missed two days of the training to sell soup and earn enough to buy a new pair.*
- *A youth whose clothes were stained from his work with scrap metal missed the training while he earned money to buy soap and new clothing.*
- *One youth is often ill because of all the water that leaks into his family's shanty during the rainy season. Despite this, he is very motivated for the training program.*
- *A 19-year-old works in a dump and also as a brick-carrier in addition to participating in the training. He makes great efforts to arrive on time everyday.*

The trainers have also noticed that some of the youths who have very little schooling have a talent for sharing with others what they are learning in the workshop. The preliminary evaluations by the trainers show that the lack of basic schooling is not necessarily an obstacle. One who had only three years of schooling is doing quite well. The crucial thing is to encourage all the youths to take the risk of asking questions.

In feedback from the young people, they ask that trainers pay particular attention to those who do not dare ask questions. The young people also say that in addition to learning about computers, they feel they are learning "to keep [their] minds in order" and how to learn for themselves. Four of the participants are so highly motivated that they often arrive as much as an hour early for class.

Partnership with other non-profit organizations

While ATD Fourth World is responsible for running this pilot project, it chose to work in partnership with other groups that also have a respectful relationship with young people living in extreme poverty and have complementary approaches. These groups are:

- ENDA-Indian Ocean's "Espace Jeunes" a community center for youths living in the street.
- and NRJ (Nouveau Relais de Jeunes) where homeless youths can live as well as getting vocational training. NRJ will also have access to the WiMAX antenna sponsored by Alcatel.
- Tanora Mijoro is a group of self-trained young students who teach short-term computer classes.

Funding

Grants from businesses cover 75% of this project's costs. Most of this in-kind funding comes from Alcatel-Lucent and DTS, as detailed above. CFAO provided 7000€. A container shipping operator, CMA-CGM,³² offered the project a week-long training session on how to transport merchandise from the capital to Madagascar's ports for export.

The research component of the project is being financed by the World Bank. This component ensures that the participants themselves have the opportunity to help define the conditions needed for creating decent work for adults and youths living in extreme poverty and insecurity. This research may lead to a seminar to share the findings.

A United States Ambassador's Self-Help Grant from July 2006 to June 2007 provided \$6500 to fund many of the tools and materials needed to set up the craft workshops.

Microsoft donated software licenses.

The non-profit Ateliers sans Frontières provided renovated computers for the computer workshops.

The rest of the funding is provided by ATD.

Coping with challenges: Comments from workshop participants

"The people in charge of the workshop are strict, but it's for our own good. Whether people in our group are having trouble, or something joyful in our lives, the trainer is always at our sides. We're also allowed to talk to the other young people during the training. The hardest thing is about me helping others because I'm still an apprentice myself, so I should be learning, not teaching. Some of the others will ask me for help when they don't understand something. Often I can help them. But the problem is that other young people think I'm showing off."

*

"The hardest part of WLT for me is when there's a lack of solidarity among the members. There's always one who disapproves or disagrees, or wants to stand out as being the best worker. But mostly we do collaborate well. Sometimes there's disagreements, but just small ones; it always works out in the end. When a member of the workshop has a problem, we all give advice and we have a meeting. When we disagree, we have a kind of round table. We take turns speaking one by one to express how we feel, what we can't stand. That way everyone knows and we can make sure we don't go over another person's limits. Before, we did have a small problem with the young people who were lacking respect. We even argued about it sometimes, but we also talked about tolerance, and it all worked out. We adults don't have a lot of time to chat with the young people because we're absorbed by our work."

*

"I do still sometimes drink alcohol. That can lead to fighting at work. So when I feel myself getting angry, I'd rather just walk out, so I drop my work and go home, even though it's not time to leave yet. If there's a disagreement in the workshop – that's pretty rare, because we don't really like arguing, especially me – but if there is, then we set up a compromise."

³² CMA-CGM was created by merging the Compagnie Maritime d'Affrètement and the Compagnie Générale Maritime.

Anyway, our tasks are already shared out pretty well, so there can't be any confusion about who should do what, which could lead us to disagree.

"The hardest part for me about participating in the oil-press workshop is that when we sell the oil, I'm the one who gives the money to the person in charge. But I get distracted and some people take advantage to steal the proceeds from me, or to steal a whole bottle of oil."

*

"The relationships among the members of WLT do not always go well. I'm not saying we don't get along. We talk to one another, we're polite to one another, we help each other. But the only small problem is that we don't all know each other very well yet. We haven't had the time to get to know each other, but we do respect one another. It's mostly with the youths that it's not easy. I'm older than they are, and we see things pretty differently. They're interested in things that I would call useless. The question I always ask myself is: how can I improve my life? Some of them are still just teenagers! But the relationship with the people in charge is okay. When a member of WLT has a problem, we all meet together and we give each other advice to resolve the problem. When there's a disagreement in the workshop, I think that dialog is the most effective solution, and that's what we do. Sometimes I correct a person if I see him working badly. There's just two of us in the carpentry workshop and the other one is quite a young guy. Sometimes he's distracted by his friends who are in the computer workshop, and then he doesn't work well."

What they appreciate: Comments from workshop participants

"Now I have work that keeps me busy almost the whole day, so I don't waste time anymore. I've also noticed that other people look at me differently from before. Now, they see that I'm headed to work in the morning and come home in the evening. They see that I'm not wandering around all day long anymore. It does me good. Before, I had the impression that people were pointing me out because I had no work, I didn't matter to them. On weekends, when we're not in the workshop, now friends who know I do woodwork will ask me to make them little things.

"I really enjoy what I'm doing. Sometimes the people in charge ask us to invent a new model. I can really indulge my creative side, and I love that. I'll add my own little creative touches to what I'm making. I was the first one to start in this workshop, so I feel responsible for everything that goes on there. The people in charge give us the material, but then we take care of it.

"Working has changed my life and my family's because now we have money coming in regularly. If my income goes up, I'll start saving to build my own home. In the meantime, I plan to repair the roof of the place we're living now. Since we were first married, we've had rain leaking into our home through all the small holes."

—man, age 46

*

"The change in the way others see me is something I notice most in my own family. They don't take me for granted anymore. They welcome me home because of my work. Before, it was like I didn't count. I used to run the food stall almost every day, but now I only do it in the mornings from 7:30 to 8 am, because then I leave to come work in the embroidery workshop. Earning a monthly salary has always been my dream. Thanks to what I've learned in the workshop, I can also earn money on the side by embroidering on my own at home on evenings or weekends. Now I can buy more expensive things than I used to and I can provide what my children need. The most important thing is the know-how I've learned here. It's helping me in my whole life, today and in the future. On top of that, I have a real

satisfaction and pride in my work. I think I should help others to get out of deep poverty, just as I've been helped."

—woman, age 34

*

"Before, I didn't know how to hold a needle, or how to write either. At first, I found the embroidery workshop very hard, terribly difficult, because I had never done this before. Now that I've learned how, I'm very happy. This is new for me. And I think I will be able to get out of poverty because I have changed. My life has changed."

—mother of seven children³³

*

"Someone asked me if I was interested in computers. I thought to myself that there's no point, because I left school long ago. But my friends convinced me to try. Now I know Word, Powerpoint, Excel. And I can navigate the Internet with Yahoo, Google and Moov."

—boy, age 17

*

"At first I was afraid because I didn't know how to use a computer, I'd never even seen one. It surprised me very much to see how much the computer knew how to do: printing, calculating, showing photos. Now I can type and use computer programs. I used to think I would spend my life at the garbage dump, but that's not what I want to do. So I'm working hard to learn."

—boy, age 16

*

"Before I only wandered around. Now, I always find something to do, even at home. If I have nothing else to do at home, I make sketches so that I can try to animate them when I am at the computer workshop. I also want to help out the families in our neighborhood. For instance, if a family is organizing a celebration and needs invitations, or anything that has to be printed, they shouldn't have to spend money on it because I know how to print things now. I never miss a training class because this is my future. I want to keep going until I become an engineer."

—boy, age 15

*

"I used to leave home at 5 am to go sell things downtown. Now I don't leave home until 7 or 7:30 am. And before, when I had no work, I would pass the time by hanging around in the streets, I had no work to keep me busy. A good change for me, thanks to this work, is that I don't drink as much liquor. It used to be that I could be drunk all day long because my son sells moonshine. I do still drink, but not often now because I'm working. I have noticed that people don't give me such insulting looks anymore. People are happy for me because they see that I've stopped drinking as much as I used to, and that I'm not hanging around the streets anymore. Now my work enables me to live, and I enjoy it. If I don't put my heart into the work, I won't get anywhere. I feel responsible for my work because it's really my own workshop, it was started because at the meetings I told people I knew how to press oil, so I do really feel like a boss, and responsible. I'm the one who taught the others in the workshop what to do. I see how the people around me live. They're in extreme poverty, with no work, no occupation, no money



³³ Pailler, RFI broadcast.

coming in, nothing to live on, and they just keep getting poorer. This is why I shared my know-how about the oil with others, so they can earn a living too."

—man, age 49

Challenges for the future

- Arguments, alcoholism, thefts, and lateness that interrupts a workshop are all ongoing challenges, but having regular communal discussions helps to address them in ways that are respectful of each participant.
- It is important to maintain an open and transparent dialog around the questions of fairness and equality of pay that arise as some participants' learn to work better and more quickly than others. Respect and acceptance of those who progress more slowly contributes to creating a more positive and productive atmosphere for everyone.
- While the personal hygiene of participants is crucial to keeping the cooking oil and the craft products clean, it is a particularly sensitive topic for those who can afford very little soap and water at home. Washing is required on arrival at the workshops, whether or not participants were able to wash before coming. Violations of this rule are handled delicately, and as a question of the reputation of the project, not a reflection on an individual.
- In the computer workshop, noise (from other participants or from outdoors) is an issue and can make it hard for young people to concentrate.
- Despite efforts to accommodate the computer workshop to varied levels of literacy, participants with the least ability to read nevertheless feel the need to hide their ignorance, which makes it hard to take advantage of the class. One such participant is being supported to follow a literacy class elsewhere in order to return to the workshop on a more confident footing.
- The draft by-laws of the craft cooperative need to be formally adopted, and an executive board put in place to run it.
- The cooperative's products need to be improved and better tailored to sales, so as to increase income.
- The productivity and profitability of the workshops should be improved - but without leaving behind the most disadvantaged participants.



Appendix I: Acknowledgments

Particular thanks to the following participants in the Working and Learning Together project who have made special investments of their time to help make the project possible, or who agreed to be interviewed, either privately for this report, or for a broadcast by Radio France International:

BAKOLY, Monique Irène	RAZAFIARINOSY, Marie Isabelle
RAKOTONDRAMANANA, Désiré	RAZAFIMAHATRATRA, Marson
RAMANANTSARA, Marcelline	RAZAFINDRAFARA, Clarisse
RAMAROTAFIKA, Joseph	RAZANADRASOA, Vivianne
RAMIANDRAVOLA, Voahangy Nirina	RAZANAMPARANY, Franck
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RANDRIANANTENAINA, Frédéric	TSILAOARIVONY, Julienne
RAVOMALALA, Baptistine	WEBBER, Dianne

Other WLT participants:

ALBERTINE, Mamisoa	RANOVOSON, Jean de Dieu
FREDERICK SOLONANTENAINA, Donat	RASOANAMBININA, Ravakiniaina
LANTO NIRINA, Mamisoa	RASOANARISOA, Miora
LANTONIRINA, Herizo	RASOARIMANGA, Myriam
LYDMAR, Raelinisa Manassé	RASOAZANANAIVO, Marie Joséphine
NIVO, Isabelle	RASOLOARIMANANA, Herinirina
HERISETRA BIENVENUS, Marcel	RATOLOJANAHARY, Véronique
NJARATIANA	RASOLOMANANA, Voahangy Lalao
RAFELANIAINA, Lucie	RASOLONIRINA, Victoire Emma
RAHARIMALALA, Fanjanirina Nadia	RATSIMBAZAFY, Jean Frederick
RAHARISOA, Olga Nantenaina (Sariaka)	RAVAONINDRIANA, Lucienne
RAHERINIRINA NADIA, Philippine	RAVAOARISOA, Soloniaina
RAHERNESTINA, Vola	RAVOMANANA, Evariste
RAKOTOARISOA, Jean Lucien	RAVONIANOANDRO, Florentine Sylvia
RAKOTOARISOA, Nirina	RAVONIARISOA, Hanitriniaina Haja Herizo
RAKOTOMALALA, Jimmy	RAVONJIARISOA, Rijaniaina
RAKOTOMALALA, Mamisoa	RAVAONIRINA, Volatiana Sandra
RAKOTOMALALA, Solotiana	RAZAFINDRASOA, Marie Irène
RAKOTOMAMONJY, Tsiky	RAZAFINDRAVONY, Maria Francia
RAKOTONANDRASANA, Jean Félix	RAZANADRAVAO, Jacqueline
RAKOTONIRINA, Mahefa Todisoa Emille	RAZANAMANANA, Cécile
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RANDRIANATOANDRO, Heritiana	
RANDRIAPAIKARIVO, Tsitola	

Photos used in this report were taken by:

GODINOT, Xavier; PHILIPONEAU, François; and VEYRE, Monique

Appendix II: Articles about Working and Learning Together

Benasy, J.Y., « Défavorisés des bas quartiers : L'informatique comme solution ultime, » La Gazette, 16 October 2007.

Herimanda R., « Enfant défavorisé : une volonté pour vaincre la misère », Madagascar Tribune, 18 October 2007.

Lova R., « Informatique : Les quartiers défavorisés servis », Malaza, 16 October 2007.

Raharinirina, Clemence, « ATD Quart Monde : L'informatique pour lutter contre la misère », 18 October 2007.

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Randrianary, Jocelyne, « DTS-Alcatel-Banky Iraisam pirenena : Namorona ny tetikasa Miasa Mianatra Miaraka », Gazetiko, 16 October 2007.

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