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**A study to explore the capacity of family and service providers to facilitate  
participation of disabled youth in accessing opportunities in skills development  
and employment in Cofimvaba, Eastern Cape**

By

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## Definition of terms

Basic education: Grade R to Grade 12.

Community-based rehabilitation: “a strategy within general community development for the rehabilitation, poverty reduction, equalisation of opportunities and social inclusion of all people with disabilities” (WHO, 2010:24).

Impairments: problems in body function and structure such as significant deviation or loss (WHO, 2001); for example, sensory, intellectual, physical, mental or psychological impairments.

Disability: “Persons with disabilities include those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (UN, 2006: 3-4).

Disability-inclusive: refers to “frameworks whereby a disability dimension has been mainstreamed into legislature, policies and programmes” (Van der Veen, 2011:43).

Disabled youth: used instead of ‘youth with disabilities’. Refers to youth between 18 and 35 years of age.

Livelihood: I used the five elements for inclusion in training and work opportunities identified in CBR Guidelines Livelihoods component namely: skills development, waged employment, self-employment, financial services and social protection (WHO, 2010).

Organisational capacity: the six elements of Kaplan (1999), namely: conceptual framework, organisational attitude, vision and strategy, organisational structure, acquisition of skills, and material resources.

Capacity: the definition used in this study is the capabilities of families and service providers to apply knowledge and skills effectively in the full range of situations to address economic development of disabled youth.

Participation: the involvement of individuals in everyday-life situations, highlighting the interaction between the person, activity, and the environment (WHO, 2001 and WHO, 2007).

Individual or medical model of disability: “views disability as a problem of the person, directly caused by disease, trauma, or other health condition which requires medical care provided in the form of individual treatment by professionals. Management is aimed at cure or individual’s adjustment and behaviour change. Medical cure is seen as the main issue, and at the political level it becomes modifying and reforming health care policy” (WHO, 2001).

Social or political model of disability: “the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers” (Hammell, 2006:61).

## Abbreviations

CBR	Community-Based Rehabilitation
DYRA	Disabled Youth in Rural Areas
DYESL	Disabled Youth Enabling Sustainable Livelihoods
ICF	International Classification of Functioning
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities

## Abstract

Although South Africa signed and ratified the United Nations Convention on the Rights of Persons with Disabilities (UN, 2006), which seeks to strengthen inclusion and equal opportunities for all in mainstream developments, the survey done in Cofimvaba, Eastern Cape (Lorenzo, Mokgoloboto, Cois and Nwanze, 2012) reflects inequities that exist between disabled and non-disabled youth with regards to skills training, financial support and availability of job opportunities, which serve as major barriers in accessing employment. These inequities highlight the need for key interventions that will promote the inclusion of disabled youth in economic development.

The study aimed to explore the capacity of family and service providers to facilitate the participation of disabled youth in accessing skills development and employment opportunities in rural areas. The objectives were to describe the family and service providers' understanding of disability; identify visions and strategies for promoting inclusion of disabled youth in skills development and employment opportunities; analyse the provision of services related to the economic development of disabled youth; identify the gaps in skills in facilitating disabled youth's transition in the economic development; and identify the available material resources for economic development of disabled youth.

The qualitative research approach was followed, using an exploratory, instrumental case study research design. Focus groups with disabled youth and their families, individual in-depth interviews with service providers, and a reflective journal by the researcher were used for data collection. Analysis of findings was done inductively across the different data sources to verify categories and themes until data saturation was reached. The deductive analysis was done using the livelihoods component of the CBR guidelines and Kaplan's organisational capacity as theoretical frameworks. The

findings provide an understanding of the capabilities of family and service providers to apply knowledge and skills to promote the economic inclusion of disabled youth.

Family and service providers have inadequate capacity to meet the economic needs of disabled youth and assist disabled youth to actively take part in their development. Compounding this limited capacity is the focus on impairment; and negative disability attitudes which create a barrier to economic inclusion.

It is apparent that certain barriers hinder economic inclusion. These barriers include ineffective information dissemination and communication systems; limited intersectoral collaboration, or collaborative relationships; inaccessible and mistrust of local governance structures; and power dynamics. Information about available development opportunities is not reaching disabled youth or their families. The resources are available, but disabled youth are unaware, uninformed, and not accessing them.

However, disabled youth and their families have identified factors that could be potential facilitators to economic inclusion. Skills development and social security grants remove barriers, and could enable disabled youth to initiate entrepreneurship opportunities for income generation, poverty reduction and community development.

There is a need for reciprocal capacity building; collaborative, trusted relationships for reciprocal learning; and transformational leaders, to facilitate the skills, support and economic inclusion needed by disabled youth. The cycle of developmental change is proposed to guide service providers in economic development interventions, to enable increased access to inclusive service delivery and meaningful engagement with service providers so that disabled youth can access information and resources for their economic success.

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## Prologue

I grew up in a small town called Mount Fletcher in Eastern Cape with minimal resources and exposure to development opportunities. I was exposed to a many school drop outs of youth and learners who were not progressing at school would be labelled as stupid and lazy in the sense that they merely did not want to learn, let alone being able to then find employment. I also did not know at the time that there is something called disability as it was always a topic that was not spoken about. In a town with very little transformation in relation to economic development, exclusion practices were worsened due to not knowing what services are available out there and how to actually assist those who could not progress.

A few years down the line, my father passed away as a result of head injury. At the hospital, no explanation was given about what was happening, what is wrong and how we can be more actively involved as a family. We were merely told that if he could live, he will not be mentally stable and there is nothing that can be done. This experience stayed with me throughout my high school years because I felt that if only we had more knowledge about what is happening; we could make more informed decisions to be able to provide support accordingly.

My passion for disability increased from this experience as it was meaningful to me both at a personal level and community level. It highlighted the significance of knowing, and being able to apply the knowledge. Most importantly, it highlighted how disempowered we felt as a family when we had no idea what to do, not knowing what is happening and lack of understanding of the condition that my father was in order to be able to know what to do.

Additionally, my experiences working in rural communities for community service as an occupational therapist exposed to me to the challenges communities face in relation to accessing services, information and activities which are beneficial for development. The experience of having to sit in hospital settings with no patients to attend to was very frustrating. Often, one had to fight to do outreach or community-based work with the aim

of bringing services closer to the people. We also had to do a lot of awareness raising about the rehabilitation services that people had minimal knowledge of. The experience encouraged me to pursue research in Disability studies to build my capacity to monitor the implementation of disability-inclusive policies and community programmes particularly in rural contexts. The belief I held was that services and opportunities should be made equally available and inclusive to all in society. The value of knowing in order to be able to do could make a difference for disabled youth in rural areas if only service providers could be more open minded and embrace the value of Ubuntu when working with disabled youth to foster their participation in development.

## Chapter One: Introduction

### 1.1 Introduction

This chapter provides an overview of the study rationale with reference to key research focus areas, including context and relevant policies. The research problem, question, aims and objectives are presented.

### 1.2 Background and justification for study

The day-to-day experiences of disabled people reinforce their sense of social exclusion and isolation. The employment rate for disabled people in South Africa is very low; currently it stands at 13% for people 20-24 years of age; 21% for those 25-29; and 25% for those 30-34 (Statistics SA, 2005). While the youth is most affected, disabled youth – specifically those living in rural areas – suffer the most.

International policies promote a community-based rehabilitation (CBR) approach for disabled people. The World Health Organisation (WHO) promotes CBR as an approach for providing services to disabled people, particularly in developing countries. WHO (2010:24) redefined CBR as:

“A strategy within general community development for the rehabilitation, poverty reduction, equalisation of opportunities and social inclusion of all people with disabilities.”

The CBR Guidelines emphasise the importance of human rights and of access to equal opportunities for disabled people. The Guidelines (WHO, 2010) call for a focus on human rights, and the need for inclusion of disabled people into mainstream health, education, social, and labour sectors. This human rights focus highlights the need to enable disabled people to sustain their livelihoods, through the promotion of empowerment of disabled people and their families. The CBR framework is relevant to this study in that it focuses on livelihoods and empowerment through the facilitation of the inclusion and participation of disabled people, their families and communities in all developments. The capacity of family and service providers is one of the essential

factors to be considered to achieve inclusive development programmes and particularly, for the purpose of this study, skills development and employment opportunities. Embedded in these components are the principles of participation, inclusion, sustainability and self-advocacy that should inform the activities in these components (WHO, 2010).

The CBR approach incorporates disability and rehabilitation into an inclusive development approach. It is based within a community development framework, and emphasises inclusion, equality and socio-economic development.

CBR activities are designed to meet the basic needs of people with disabilities, reduce poverty, and enable access to health, education, livelihood and social opportunities. However, the horizontal links between the health, social development and empowerment components are essential for ensuring sustainable livelihoods. Intersectoral collaboration is an essential strategy for sustainability.

Despite government efforts to reintegrate disabled people in the economic environment, Booth and Ainscow (2002) reported that globally, young adults with disabilities remain excluded from full participation in society and from economic independence. Unemployed disabled people continue to struggle to engage equally and rightfully in society (Howell, Chalklen & Alberts, 2006). Because of limited access to employment, disabled youth experience socio-economic exclusion (Maart, Eide, Jelsma, Loeb & Toni, 2007; De Klerk and Ampousah, 2003).

Current South African studies report that disabled youth have less access to employment, by comparison with their non-disabled peers (Cramm, Nieboer, Finkenflugel & Lorenzo, 2012). Doctors and nurses lack awareness of referral opportunities to rehabilitation services where disabled youth could gain access to resources to promote their development (Lorenzo & Cramm, 2012). Recently, Cramm, Lorenzo and Nieboer (2013) found that disabled youth in South Africa had higher rates

of unemployment and less social support, both affecting their well-being. (Access to employment and social support structures is a fundamental component of well-being.) These studies indicate that there has not been much change regarding economic inclusion for disabled youth.

The major barriers to employment for disabled youth include poor health, minimal financial resources, inadequate skills, and lack of job opportunities (Lorenzo & Cramm, 2012), highlighting the need to explore the capacity of service providers to address these inequities impeding the full participation of disabled youth in society. Delivery systems and structures remain fragmented, and available resources have limited impact because many service providers do not realize the need for systematic efforts to adequately prepare disabled persons for participation in the economy. Their capacity must develop if they are to supply the integrated development service delivery required.

To curtail further exacerbation of the problem, Shaw, McWilliam, Sumsion and MacKinnon (2007) assert that a supportive social context of team effort and meaningful partnership is important between service providers and disabled people, to encourage equitable participation for disabled people. Similarly, Ramphele (2008) suggests that all South Africans need to learn to work together; and transformative leadership is one approach needed to lead a change towards teamwork and collaboration, rather than viewing other citizens as competitors. This approach is particularly applicable to creating equal opportunities for everyone, including disabled youth and their families.

The current policy implementation systems fail to recognise that parents vary in their ability to significantly impact their children's values and expectations in terms of economic independence, social integration and inclusion. Nonetheless, parents have an important role to play in the transition process, as collaborators with their disabled children, service providers and the community at large. Dos Santos (2011) argues that parents are the primary mediators between schools and the community. A study by Meyiwa (2010) on mothers of disabled children and their knowledge of the Children's

Act found that passivity, illiteracy, inadequate skills and capacity, lack of confidence and stigma result from being a parent with a disabled child.

These factors play a role in preventing the families of disabled youth from acquiring information about services and opportunities, thus impeding their capacity to change their situation effectively. Additionally, inadequate support, guidance and collaboration from government disempowers parents from accessing and monitoring services and opportunities (Meyiwa, 2010); thus, they continue to be faced with enormous challenges relating to assisting their disabled youth to access skills development and employment opportunities (Emmertt, 2006).

### **1.3 Cofimvaba as the study context**

Cofimvaba is a poor, rural area in the Chris Hani district, 80km away from Queenstown in the centre of the Eastern Cape hinterland. It has a high rate of unemployment. The Chris Hani district is comparatively poor; 75% of people live below the poverty line (DPLG, 2003). Statistics South Africa (2005) reported in their Census 2001 that there were 7 510 disabled people (with various forms of impairment) in Cofimvaba, which constitutes 7.6% of the total population. IsiXhosa is the predominant language. The literacy rate is 47%, with an unemployment rate of 59% (Department of Provincial and Local Government, 2003).

A study titled 'Disabled Youth in Rural Areas' (DYRA) (Lorenzo, Mokgoloboto, Cois & Nwanze, 2012) investigated access to sustainable livelihoods for young people through human, social, financial, physical and natural assets. Ninety-nine per cent of disabled youth surveyed in Cofimvaba indicated that they are currently not working, with barriers including inadequate funding, and lack of support from immediate family members in terms of enabling access to health care and social support. The high unemployment rate in Cofimvaba is also related to the lack of jobs, coupled with a lack of skills training in the area.

Furthermore, figures from Statistics South Africa (2005) show that between the ages of 20-24, the employment rate for disabled youth (DY) is 13%, and 22% for non-disabled youth (NDY); between 25-29 years of age, 21% of DY and 40% of NDY are employed; between 30-34, employment rate is 25% for DY and 49% for NDY. These employment rates for youth between the ages of 20 and 34 indicate that disabled youth are clearly more disadvantaged and in need of support from government and civil society to mitigate their current plight.

#### **1.4 Context of disability and related policy**

A rights-based perspective on disability views it as a form of social oppression affecting people with a range of impairments: physical, sensory, intellectual and psychological. Such an approach to disability is two-sided. It addresses, firstly, the individual's needs related to the impairment; and secondly, the removal of societal and environmental barriers to equal participation in all activities (UN, 1982; 2006).

Demeaning names have been given to people with disabilities; for some, this has taken away some of their confidence and dignity as fully functioning human beings. The majority of people with disabilities are still exposed to restrictive environments and barriers that continue to marginalise and exclude them from mainstream society and its social and economic activities. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) provides a prototype for State action in an endeavour to ensure that people with disabilities are able to enjoy the same rights as people without disabilities. The Preamble of the Convention (UN, 2006:3) reinforces the social concept of disability, recognising that:

“Disability is an evolving concept that results from the interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.”

Furthermore, Article 1 (UN, 2006:4) describes persons with disabilities as including:

“those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others”.

The CRPD (UN, 2006) calls for State action to ensure that people with disabilities are able to enjoy the same rights as people without disabilities. The United Nations promotes a rights-based perspective on disability, and views people with disabilities as experiencing a form of social oppression. Thus, both the individuals' needs related to their impairment and the removal of societal and environmental barriers to equal participation in all activities should be addressed.

South Africa's policy environment has developed legislation and policies that emphasise participation and inclusion of people with disabilities. Howell, Chalklen and Alberts (2006) report that the South African Constitution identified the need for the integration of disabled people, thereby acknowledging their rights to employment. In his address to the ANC National Policy Conference in Johannesburg, Zuma (2012) proposed that the triple challenge of poverty, unemployment and inequality in rural areas be addressed for a radical shift at an economic level.

The Department of Labour developed the Employment Equity Act of 1998 and the Skills Development Act of 1998 (Department of Labour, 1998) to advocate for the creation of work opportunities for disabled people. The policies were established in recognition of the discriminatory employment practices that caused major discrepancies in employment and income in South Africa prior to apartheid era. It aims at promoting the constitutional right of equality, eliminating unfair discrimination in employment, and achieving a diverse workforce broadly representative of the people. Similarly, access to employment in the open labour market or the development of small, medium and micro enterprises and community entrepreneurship projects (Lorenzo, Van Niekerk & Mdlokolo, 2007) should always be considered as employment strategies for disabled

youth. Also, disabled youth should have the same access to social security measures as others in the community (UN, 2006).

### **1.5 The problem addressed in this study**

The ability and competence of service providers in the public sector to deliver inclusive services is essential to inform strategies that will allow the full participation of disabled youth in the rural context. Although some disabled people are supported by social security (a State grant), they still have limited development opportunities. A study in the rural Eastern Cape by Sherry, Watson and Duncan (2011) on the implementation of disability policy at district level in Health, Education and Social Development reports the following poor capacitation factors: insufficient training and teaching about disability concepts and policy, to enable district staff to put policy into practice; a poor basis of learning and information from which service providers operate; insufficient knowledge to interpret policy at the level of service provision; and limited provincial support and minimal resources. This makes implementation of disability policies impracticable.

These capacitation factors (together with unrealistic implementation) lead to inequities in both service access and service provision, in that disabled youth and their families remain excluded from development opportunities. It is for this reason that this study identifies the capacity of service providers and families of disabled youth to create equal opportunities for disabled youth, and enable their access to and participation in skills development and employment opportunities.

A study was conducted in Cofimvaba in the Eastern Cape to explore the livelihood assets of disabled youth (Lorenzo, Mogkoloboto, Cois & Nwanze, 2012). Findings included high rates of unemployment due to limited opportunities for jobs and training; the absence of financial security and capital to start businesses, resulting in the inability to execute income-generating projects; and reliance on social grants. A lack of support (financial or otherwise) from family and service providers frequently came up as a major barrier. The capacity of family and service providers to meet the needs of disabled

youth in rural communities such as Cofimvaba is not well documented; without this information, human resource development cannot be aligned with policy implementation.

The UNCRPD was signed and ratified by South Africa in 2008, stipulating social inclusion for all. The problem described above indicates that its requirements have not been met. Despite UNCRPD policies, the integration of disabled youth into the mainstream economy remains a challenge; the capacity of service providers to address the inequalities that hinder full participation of disabled youth in society must be addressed (Lorenzo & Cramm, 2012). For this reason, it is important to explore the capacity of and obstacles facing the families of disabled youth, as well as their service providers (Health, Agriculture, Social Development and Local Government), when attempting to promote the inclusion of disabled youth in rural areas in skills development and prospects for employment. The selections of sectors to target for this study was informed by the responses of disabled youth in phase one of the DYRA dissemination meetings. Their responses showed their interest in agricultural activities, skills development for feasible projects, entrepreneurship, and financial support.

### **1.6 Research Question**

What is the capacity of families of disabled youth and service providers to facilitate the participation of disabled youth in accessing skills development and employment opportunities in Cofimvaba?

### **1.7 Purpose of study**

Community-based service providers are involved in identifying barriers to participation by disabled youth. However, the capacity of family and service providers to deliver these services and promote advocacy in rural areas must be strengthened and valued, if they are to protect disabled people and promote their equal participation in and contribution to their communities.

For this study, family systems and service provider systems are referred to as 'organisations'; therefore, Kaplan's elements of organisational capacity are relevant. The three intangible elements of capacity are conceptual understanding; attitudes; and the vision and strategies of families and service providers in promoting the inclusion of disabled youth in skills development and employment opportunities. The three tangible elements explored are systems and structures; acquisition of skills; and material resources. All six elements are included in Kaplan's (1999) suggestions for capacity development.

This framework will be used to explore the capacity of families of disabled youth and service providers. Both the tangible and intangible elements of their capacity are identified and explored. Kaplan (1999) asserts that an organisation with capacity has the ability to function as a resilient, strategic and autonomous entity.

The study identifies the service providers and families of disabled youth's understanding of disability, their underlying beliefs and attitudes, and their vision and strategies for promoting inclusive economic development. Organisational attitude is the aspect of accepting responsibility for social and physical conditions encountered, in spite of whatever the organisation faces in the world (Kaplan, 1997). The elements of structures, systems and strategies link to the study in the sense that the service providers will align their organisational structures, roles and skills with their understanding of and approach to disability, to facilitate the employability of disabled youth. With an adequate structure, participants may be able to identify strengths and weaknesses. The next step towards capacity is the growth and extension of individual skills, abilities and competencies. There is also a need for material resources to remain capacitated. The study identifies the existing structures, skills, support and resources that families of disabled youth and service providers employed to enable disabled youth to access skills development and employment opportunities.

The study contributes to raising awareness of development opportunities available to disabled youth, to the aspirations of disabled youth in relation to economic development and sustaining their livelihoods, and to enabling reciprocal capacity-building and collaboration between disabled youth, their families and service providers in creating equal opportunities for inclusive economic development in the community of Cofimvaba.

### **1.8 Aims and Objectives**

The aim of this research is to explore and explain the capacity of families of disabled youth and service providers to facilitate the participation of disabled youth in accessing skills development and employment opportunities in Cofimvaba.

The objectives are:

- To establish the perspective of disabled youth on the skills and abilities of service providers to address the disabled youth's economic development.
- To describe the understanding of disability.
- To identify the visions and strategies for promoting the inclusion of disabled youth in skills development and employment opportunities.
- To analyse the provision of services related to the economic development of disabled youth.
- To identify the gaps in skills in facilitating disabled youth's transition in the economic development of disabled youth.
- To identify the material resources available to address the economic development of disabled youth.

### **Conclusion**

This chapter provided a rationale for the study, by placing it in the context of inclusive economic development. It discussed evidence-based research that has demonstrated how little implementation of disability-inclusive policies there has been, and the exceedingly poor service delivery exhibited, particularly in rural areas. It contextualised this evidence by showing that little attention has been paid to skills development and

employment opportunities for disabled youth to attain dignified livelihoods. The participation of disabled youth and their families is key to inclusive development.

While many factors contribute to the gaps in the intentions of inclusive development, the capacity of family and service providers in rural areas needs to be strengthened, to restore and protect the dignity of disabled youth – one of the most vulnerable and marginalised groups, despite their resilience. The study explores the capacity of family and service providers to facilitate disability-inclusive economic development for disabled youth in Cofimvaba.

The next chapter will provide a review of the relevant literature that informed this study.

## Chapter Two: Literature Review

### Introduction

This chapter explores the literature on the families' and service providers' facilitation of disability inclusion pertaining to the skills development and employment prospects of disabled youth and their families. It begins by looking at Community-Based Rehabilitation (CBR) as a framework for the study. Secondly, there is an exploration of the literature on factors influencing the capacity of family and service providers to support disabled youth in accessing skills development and employment opportunities. Thirdly, transformational leadership is discussed as a strategy to facilitate inclusive economic development. Lastly, the chapter also looks at the environmental factors of the International Classification of Functioning (ICF) that influence participation, which is integral to economic inclusion.

In order to gain a comprehensive understanding of the topics discussed, an intensive search was conducted using the University of Cape Town library electronic databases. Hard copy databases were accessed and exchanging articles with peers also contributed immensely towards enhancing the understanding of the topics covered in this chapter.

### 2.1 Community-Based Rehabilitation as an equal opportunities approach

The aim of CBR (WHO, 2010) is disability inclusion, to achieve equal opportunities by and for disabled people and their families, in collaboration with service providers across sectors, disabled people organisations (DPOs) and communities. The concept of equal opportunities refers to the process through which the various systems of society and the environment – such as services, activities, information and documentation – are made

available to all, with emphasis on participation, access and partnerships as a principle (UN, 1982).

Taking into consideration that the livelihoods of disabled people remain an area of concern, Lorenzo and Cramm (2012) report on a national comparative study that looked at the livelihoods assets of non-disabled and disabled youth across five provinces. Poor access to skills training and lifelong learning were indicated as a significant barrier to gaining meaningful employment, while lack of finances was the main obstacle to accessing skills-development programmes, despite the availability of the various programmes in the communities. Employment in the open labour market and the development of self- and entrepreneurial opportunities help with addressing issues of poverty, as well as increasing the awareness of disabled people as capable and equal, contributing members of society (Lorenzo, Van Niekerk & Mdlokolo, 2007).

A key component of the CBR Guidelines (WHO, 2010) relevant to this study is Livelihoods. It provides the basis for engaging with assets and activities people use to support themselves. The livelihood component emphasizes the need to promote and prioritise access to formal and non-formal employment opportunities, to assist people with disabilities to successfully prepare for and engage in livelihood generation (WHO, 2010). The Livelihood component contains five key elements: skills development, self-employment, financial services, wage employment and social protection. The skills development element in the CBR Guidelines (WHO, 2010) recognises four main types of skills – foundation skills, technical and professional skills, business management skills, and core life skills – that could facilitate equal opportunities for decent wage or self-employment prospects.

Watson (2007) found that because of poor access to employment, and in an attempt to safeguard financial security, women with disabilities living in Khayelitsha and Nyanga were more likely to engage in entrepreneurial activities as an add-on to their grant. The UN states that the State should recognise the right of disabled people to have the same access to social security measures, without discrimination, as others in the community (UN, 2006).

Another component of the CBR Guidelines (WHO: 2010) is Empowerment. Kaseje's (1991) work is particularly relevant to this study, in defining empowerment as the process by which the disadvantaged work together to increase control over events that affect their lives. It cannot be done for people; they must do it for themselves. The goal of empowerment is to enable individuals, families and communities to read and transform their realities, to be less dependent on outside resources and services, and to manage their own destinies. Empowerment, democracy and community participation should be judged by the extent to which people are participating in activities that they have determined for themselves (Kaseje, 1991). Studies conducted by Lorenzo (2001; 2005), using participatory action research among women with disabilities in Khayelitsha, showed the benefits of self-advocacy and mobilisation in empowering women to take more control of their own lives. In the context of disability, the goal of empowerment is for disabled people and their families to make their own decisions and take responsibility for changing their own lives. In relating to this goal, CBR as a strategy for equal opportunities can contribute to the empowerment process by promoting, supporting and facilitating active mobilisation of disabled youth and their families in accessing skills development and employment opportunities (WHO, 2010).

Ramphela (2008) affirms that strengthening and deepening guidance among citizens through investing in people to enable them to become what they are capable of and have the potential to become, is, firstly an essential part of transformation; and secondly, essential to unleashing the talents of individuals needed in our society for it to grow itself into greater equality. This leadership transition strategy applies particularly to disabled youth and their families. Service providers need to realise the impact of reaching out, facilitating and mobilising disabled people and their families to discover their potential and capabilities. Disabled people and their families need to start shifting their mindset from being passive receivers to active contributors, in order to be able to overcome attitudinal, institutional and physical barriers. Negative attitudes lead to feelings of disempowerment; disabled youth and their families feel unable to do

anything to change their lives, feeling worthless and incapable. Many disabled people experience disempowerment due to exclusion, which may also result in having limited opportunities, as they are often regarded not as agents of change but as victims to be pitied (WHO, 2010). Disabled youth and their families need to be empowered to confront the fear that holds them back and make their voices heard as a collective (Meyiwa, 2010), as Ramphela (2008) has challenged all South Africans to be active citizens.

## 2.2 Capacity Factors

This section explores some of the documented capacity pertaining to supporting disabled youth in accessing skills development and employment opportunities.

In a study on the aspirations of youth with Down syndrome in terms of employment, Dos Santos (2011) found that the primary stakeholder in the success of the youths' employment can be seen as the parent, who Jockinen & Brown (2005) state remains the predominant carer, into adulthood. Dos Santos' (2011) findings further revealed that the issue of employment and future plans is not only a concern for the youth with Down syndrome, but for his or her parents and other family members as well. Stress and coping skills impact on the daily lives of the parents, affecting their choice of where the child will work or live. In analysing challenges faced by the parents of disabled people, Guthrie (2002) argues that disabled people require occasional assistance from a variety of people to travel outside the home environment. His finding is that where disabled people needed care from a family member, this person was often unemployed, indicating possible reliance on the disability grant, which is exacerbated by the experience of living in poverty.

Furthermore, Johannsmeier (2007) argued that the negative attitudes of teachers or parents may prevent a child from attending school, where lack of education will in turn affect employment prospects. Similarly, Grut, Mji, Hellum-Braathen and Ingstad (2009)

confirm that factors influencing access to health services are the attitude of family members, based on what they perceived to be a sustainable effect (access to medication was often weighed against the travelling costs of getting to the hospital), and insufficient information on how to acquire good health and training; while those who had the knowledge often lacked the means to comply with it.

The same situation applies to employment, in that poor health was reported to be a major barrier to employment for disabled youth (Lorenzo & Cramm, 2012). These factors link with Dos Santos's (2011) findings, which indicate that the factors influencing parents' decisions about employment prospects relate to transport costs and traffic, the safety and security of their sons and daughters, unwillingness, passiveness, and degree of stress encountered. The parents' decisions about employment are often based on what is functionally the easiest option for the family, and what they feel is best for their child. Family members still face enormous challenges in supporting their disabled children in accessing employment, due to most family members being unemployed, semi-literate, excluded by their communities and isolated from their extended families (Meyiwa, 2010). Information and knowledge could facilitate the capacity of families to effectively support their disabled children in accessing opportunities for training and employment.

Disabled youth are turned away from facilities by practitioners and service providers who are not trained to deal with them; while service providers and support services fall short of their needs, and often do not take cognizance of policy information (Meyiwa, 2010). Meyiwa identified several factors that could limit the capacity of family members to support their young disabled people in accessing opportunities: lack of information and knowledge about development opportunities; lack of necessary skills, such as advocacy, communication, literacy, leadership and confidence-building skills; lack of material resources; and inadequate support from government.

On the other hand, Grut et al (2009) argue that services in rural communities should be based on the patient's perspective, by taking into consideration the needs, resources and abilities of the family group. To focus on the perspective of the disabled person and his or her family requires the integration of the skills of health professionals with the skills of the disabled people and their family members. Such skills lie undeveloped at community level, and need to be recognised and utilised. There is little literature on the support that families receive from various stakeholders to build their capacity, or existing knowledge on how families can support their disabled young adults in economic empowerment and employment.

A study on the livelihoods of disabled youth in South Africa found that doctors and nurses are most frequently seen at clinics; yet poor health was reported as the major barrier to employment for disabled youth (Lorenzo & Cramm, 2012). A study by Saloojee, Phohole, Saloojee and Ijsselmuider (2006) that investigated unmet health, welfare and education needs of disabled children in a poor part of South Africa revealed that caregivers presented lack of money, poor awareness and knowledge of the correct health care and available services as major reasons for not utilising these services. Studies carried out in the Western Cape report that the majority of disabled people who require social support are able to access disability grants without difficulty (Jelsma, Maart, Eide, Ka Toni & Loeb, 2008). In relation to household incomes and changing perceptions of disabled people, access to disability grants appears to play a significant role (Loeb, Eide, Jelsma, Ka Toni & Maart, 2008).

In seeking to address disabled people's opportunities for participation, Hess-April (2010) and Philpot (2004) argue that networking and intersectoral collaboration are essential in ensuring successful disability awareness and inclusion, and for strengthening referral systems. Partly addressing the issues of service providers is an instrumental case study by Duncan, Sherry and Watson (2011), with purposefully sampled service providers from the Departments of Health, Education and Social Development in the Eastern Cape's Alfred Nzo District. Emerging issues included the training of service providers in

policy implementation, the conceptualisation of disability, and management directives determining which services are provided. Implementation is made impracticable by poor capacitation factors, including minimal financial and resource backing, inadequate knowledge of interpreting policy at the level of service provision, and little commitment to disability issues. The study also found that poor cross-sector collaboration resulted in poor awareness of official counterparts in each of the sectors, as well as poor services implemented.

In addressing some of the capacity factors for inclusive development, transformation in how services are provided is a potential solution.

### **2.3 Transformational leadership**

A participatory action research study by Lorenzo, Van Niekerk and Mdlokolo (2007) showed the economic empowerment of disabled black entrepreneurs as the benefit of working together in partnerships; the sharing of skills was perceived to be educational, uplifting, empowering and supportive of the entrepreneurs. Participation by disabled people and their families is central to inclusion. Linked to the above is the concept of social capital, defined as “features of social life-network, norms and trust that enable participants to act together more effectively to pursue shared objectives” (Putnam, 1995, cited in Grech, 2009:780). The concept emphasises the significance of social relationships and community, which enable access to resources and often mean survival in the absence of formal safety nets (Grech, 2009).

In defining transformational leadership as a strategy for inclusive development and partnerships between service providers, disabled youth and their families, Ramphele (2008) states

“it is about credible, visionary leadership that expands boundaries of possibilities for all citizens, enabling them to contribute their talents, experiences and skills to create a successful, prosperous democracy” (p295).

Ramphelé (2008) recommends a focus on transformation with an approach of creating equal opportunities for all citizens. This focus could also apply to disabled people, as they are equal citizens with equal rights and responsibilities. Ramphelé asserts the need to shift the frames of reference and embrace cultural change, from the old way of doing things to new approaches promoting teamwork and collaboration rather than being competitors, in order to enhance effectiveness and productivity in implementation.

The same applies to the inclusive development system, in which disabled youth, their families and service providers across public sectors need to work together with shared visions, values and principles to create equal opportunities and promote the inclusion of disabled youth in economic development opportunities. Coinciding with Ramphelé's approach, Rule (2011) affirms that collaboration offers opportunities to develop knowledge and technical skills to monitor change in policy implementation by government. She further states that with ongoing monitoring, equal access to services, information, activities and resources – and a barrier-free environment – will be generated.

Considering that participation is central to economic inclusion, it is essential to analyse the factors that influence participation.

## **2.4 Environmental factors and participation**

In analysing the participation of disabled youth, the International Classification of Functioning (ICF) model has identified environmental factors as either barriers or facilitators, both of which influence the participation of disabled people. The ICF is a model that comes from health and draws attention to environment which is what I used for analysis. Environmental factors “make up the physical, social and attitudinal environment in which people live and conduct their lives” (WHO, 2001:10). These factors are categorised as: products and technology; natural environment; support and relationships; attitudes; and services and systems (WHO, 2001). In the provision of

inclusive services and opportunities for disabled youth, these could include (among other things) the availability, accessibility, quality, and expertise of service, systems and structures in the environment.

The degree of participation by disabled youth depends on a variety of factors, including support from others. Accessibility to activities and services is influenced by the provision of information, the stigma present, and limited support from family members, as parents also do not know about these services, due to high levels of illiteracy. Negative attitudes, which may be related to safety concerns among family members, have also been found to create barriers. Inaccessible transport (due to financial constraints) and geographical location also impact access to public services and facilities for disabled people (Lorenzo, Mokgoloboto, Cois & Nwanze, 2012). Similarly, Lorenzo, Motau and Chappell (2012) found that inadequate information and knowledge of the availability and utilisation of services and programmes is a barrier to accessing socio-economic and political development opportunities in order to cultivate responsible citizenship. Access to information is fundamental to covering access to services and participation in economic opportunities.

Participation is defined as the involvement of individuals in everyday life situations, highlighting the interaction between person, activity, and environment (WHO, 2001 & 2007). Research has been done on barriers and facilitators, resulting in the exclusion of disabled people from participating fully in society. In a study on mental illness and employment discrimination, Stuart (2006) reported that attitudinal and structural barriers impact significantly on the participation of disabled people in the labour market. Similar barriers were highlighted in a study on *Youth, Disability and Rural Communities: facing the challenges of change*, conducted in the Eastern Cape and Northern Cape. In this study, Lorenzo, Ned-Matiwane, Cois and Nwanze (2013) found the following barriers to participation in the livelihood assets of disabled youth: the minimal provision of mobility technology, communication devices and self-care products; poor retention systems for training, and poor education for skills development for employability; minimal financial

resources and geographical context; and poor dissemination of information and use of communication systems. Inadequate support from family was further compounded by the discriminatory attitudes of community and those in authority.

### **Conclusion**

The chapter reviewed the literature on inclusive development and service delivery as a strategy for equal opportunities for all. The following were also discussed: capacity factors of families and service providers for promoting the economic inclusion of disabled people; transformational leadership; and environmental factors and influencing participation in relation to economic development for disabled youth.

In the next chapter, the methodology used for this study will be outlined.

## Chapter Three: Methodology

### Introduction

The chapter describes the methodology used in the study, and includes sections on research design, population, sampling method, a profile of all participants, and data generation tools and process. It also examines the data analysis process, the process of ensuring rigour, and ethical considerations.

#### 3.1 Choice of Qualitative Approach

A qualitative research approach was followed for this study, as the research question and research aim sought to explore the understanding of disability, and the capacity of family and service providers in terms of skills development and opportunities for employment of disabled youth. An instrumental case study approach was adopted by this study to inform further social research, which may lead to new insights into and comprehension of the phenomenon studied (Stake, 2005). Further, it may be categorised as exploratory, as the findings may lead to and inform further research on disabled youth in rural areas (Yin, 2003).

#### 3.2 Research Design

Research design refers to structuring a research project in order to define a set of questions and integrate different components in a cohesive and coherent way (Babbie & Mouton, 2001). The study design followed was that of a case study, in the qualitative methodological paradigm. Case studies refer to research that involves detailed study of an individual or a group through various data sources such as interviews, observations, documentation and other means (Baxter and Jack, 2008). As case studies are inquiries that investigate a contemporary phenomenon within its context (Yin, 1994), the method was appropriate for investigating the experiences of disabled youth, families of disabled

youth, and relevant service providers in Cofimvaba in terms of the skills and abilities of families and service providers. A case study was also appropriate for this study as it allowed the researcher to generate a true picture of the participants' understanding and approaches in facilitating economic inclusion and development of disabled youth. For the purpose of this study, a case study here was a detailed study of the service providers from the Departments of Education, Agriculture, Health and Social Development and families of disabled youth in a rural context of Cofimvaba.

Case studies also provide rich longitudinal information about a particular situation (Yin, 1994); for instance, the inclusion of disabled youth in opportunities for economic development, in this study. The case study design allowed the researcher to obtain a picture of the participants' understanding and approaches in addressing the economic needs of disabled youth regarding inclusive skills development and employment opportunities.

The unit of research and case boundary is the families of disabled youth and service providers.

### **3.3 Study Population**

The population of the study was all disabled youth and their families, and service providers in the Departments of Health, Agriculture, Social Development and Local Government, in Cofimvaba, in Instika Yethu Municipality (Eastern Cape).

### **3.4 Sampling Method**

Purposive sampling was used to select disabled youth, families and service providers who volunteered to participate. Purposive sampling is used when participants are selected and chosen deliberately because of the knowledge and insight of their contributions to answering the research question (Rule & John, 2011). Disabled youth were contacted from a database of disabled youth compiled from a phase 1 survey of DYRA in Cofimvaba carried out in 2011. Due to difficulties locating most of the youth in the community, snowballing was then used; the two disabled youth located referred the researcher to other disabled youth they knew within the community. The population of

youth in Cofimvaba is very transient and mobile to look for employment in cities which contributed to the difficulties and the need to adapt the method of identifying disabled youth to participate (Journal entry, 27/03/2013).

Based on the information from disabled youth and the above mentioned service providers, it was deemed relevant to select service providers from local government (Municipality) and Department of Agriculture.

All participants were chosen due to their understanding of research and willingness to participate, and thus were capable of giving consent. The sample included individuals aged 18-35 years, with 18 being the age of consent, which is also typical when youth leave school and enter the labour market. Their home language was IsiXhosa, and in order to get in-depth information, they were allowed to express themselves in their preferred language. The interviews conducted in IsiXhosa were translated verbatim and simultaneously to English. The participants met the following criteria:

**Table 3.1: Inclusion criteria**

<b>Disabled youth inclusion criteria</b>	<b>Families of disabled youth inclusion criteria</b>	<b>Service providers inclusion criteria</b>
<ul style="list-style-type: none"> <li>• 18-35 years of age</li> <li>• Male or female</li> <li>• All impairment groups</li> <li>• Residing in Cofimvaba</li> <li>• Ability to express themselves fluently in their home language or English without a proxy</li> </ul>	<ul style="list-style-type: none"> <li>• Families of disabled youth who are participants</li> <li>• 1 member per family of disabled youth</li> <li>• May be a parent, grandparent or older sibling of the family</li> <li>• Living in Cofimvaba</li> <li>• Ability to express themselves fluently in their home language or English</li> </ul>	<ul style="list-style-type: none"> <li>• Departments of Health, Social Development, Agriculture; or Municipality</li> <li>• Service providers working in public sector departments and special service units serving disabled youth in the community of Cofimvaba</li> </ul>

	<b>without a proxy</b>	<ul style="list-style-type: none"><li>• <b>Male or female</b></li><li>• <b>Can speak English</b></li><li>• <b>At least five years of experience in youth development programmes</b></li></ul>
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### **3.5 Sample**

The sample consisted of five disabled youth (two females and three males), four family members of disabled youth (two mothers, one grandmother and one father) and six service providers from the Departments of Health, Social Development, Agriculture and Local Government (the Municipality).

All disabled youth and family members were unemployed community members from one of the villages in Cofimvaba. While the inclusion criteria of disabled youth was intended to look for both employed and unemployed disabled youth in order to draw analysis of barriers from the unemployed youth and facilitators from the success stories of employed youth, those who were already working have moved out on Cofimvaba (Journal entry, 25/03/2013). Also, the majority of participants had either an intellectual or sensory implying that youth with mobility, sensory or psycho-social disabilities may be more transient moving to other cities to look for employment (Journal entry, 31/04/2013).

The service providers were all working in Cofimvaba. It was difficult to get service providers who matched the years of experience in the inclusion criteria and this could be because service providers are young and they move to other opportunities frequently (Journal entry, 01/05/2013).

### 3.6 Profile of the participants

**Table 3.1: Family members profiles**

Pseudonym	Age	Gender	Relationship	Employment Status	Impairment
Mam' Nosiphiwo	55 years	Female	Grandmother	All unemployed	n/a
Mam' Nontombi	41 years	Female	Mother		n/a
Mam' Nosakhile	43 years	Female	Mother		Intellectual
Tat' Bobisa	50 years	Male	Grandfather		n/a

**Table 2.3: Disabled youth profiles**

Pseudonym	Age	Level of education	Employment status	Impairment
Oyama	20 years	Standard 3	All unemployed	Intellectual
Onke	20 years	Standard 2		Intellectual
Buhle	33 years	Special school		Blind
Ayanda	21 years	Standard 3		Intellectual
Nosisa	34 years	Standard 9		Physical

**Table 3.4 service providers' profiles**

Pseudonym	Sector	Years of experience
Cebo	Social Development	5 years
Beauty	Health	14 years
Akhona	Agriculture	2 years
Khanya	Agriculture	2 years
Linda	Agriculture	2 years
Bonang	Municipality	6 years

**Note:** The specific job positions of the service providers are purposely not disclosed, to prevent the participants' identities being revealed.

### 3.7 Data Generation Methods

To develop a thorough understanding of a case, a case study approach must use multiple data-generation methods (Yin, 2003). Three methods were used for this study: focus groups, individual in-depth interviews, and a reflective journal, which I kept throughout the research process. The locations for data generation were places that were convenient for the participants. The data-generation process took approximately three months.

#### 3.7.1 Data trigger

As a tool to trigger information-gathering in the focus groups and in the individual in-depth interviews, the Wheel of Opportunities for Participation (Lorenzo, 2000) was adapted, by incorporating the Livelihood elements from the CBR Guidelines (WHO,

2010) (see Appendix 8). All the participants gave permission for the focus groups and interviews to be audio-recorded.

### **3.7.2 Focus groups**

A focus group is a research interview conducted with a group of people who share a similar type of experience, but are not naturally constituted as an existing social group (Terre Blanche, Durrheim & Painter, 2007). The purpose of this focus group was for disabled youth to provide their perspective on the applicability of the skills and knowledge of selected service providers to their need for inclusive economic development. I conducted the discussions in the Ntshingeni community hall in Cofimvaba – the focus groups first, followed by the in-depth interviews. The first was a two-hour focus group, in isiXhosa (the predominant language spoken in Cofimvaba), with a group of five disabled youth living in Cofimvaba (see table 3.2). The data trigger tool was used. Rest breaks were allowed and refreshments were provided, due to the length of the session. I facilitated the interaction so as to encourage participation from all group members, and used a set of guiding questions to initiate the discussion, and to generate the disabled youths' interaction and dialogue (Rule & John, 2011). (See Appendix 5 for the focus group guide for disabled youth).

The focus group was also appropriate and used to get the collective view of participants. I would have preferred to do family separately I was not able to identify more families. Therefore, disabled youth and families were joined together, as themes identified in analysis of two groups merged. During the follow-up focus group for member-checking, the youth also felt more at ease being in one group as they shared the same views on the topic (Journal entry, 02/05/2013)

Secondly, a two-hour focus group was conducted with four family members of disabled youth (see Appendix 6 for the focus group guide for families of disabled youth), in isiXhosa, to explore their capacity to facilitate the economic development of disabled youth in terms of skills development and employment. The interaction allowed me to observe the similarities and differences between participants' opinions and experiences (Morgan, 1997) in supporting their disabled daughters and sons in accessing

development opportunities, and to understand the support that they, as families of disable youth, require (and get) from service providers. The group was mostly mothers then one grandmother, and one father (see Table 3.2). Other family members were reluctant to participate. A preliminary analysis afterwards allowed me to prepare follow-up questions, and additional questions for service providers. The data trigger tool was used to start the discussion.

### **3.7.3 Individual in-depth interviews**

The in-depth interviews were conducted in the service providers' offices. Interviews were the most appropriate method to use for service providers as it is proved difficult to get them together for a focus group. Two interviews (initial and follow-up) were done with each service provider, apart from one participant who refused to take part in a follow-up interview or member checking, for unstated reasons. Rubin and Rubin (1995:43) characterise qualitative interviewing as "flexible, iterative, and continuous". For the purpose of this study, an interview guide was used, with open-ended questions that related to service providers' skills, knowledge, attitudes, approaches, roles and resources for facilitating the participation of disabled youth in skills development and employment opportunities, linked to the five elements of the Livelihood component (see Appendix 7 for interview guide). I began each interview with an open-ended question, and the participant's response guided me to further questions. Probing, summarising and clarifying techniques were adopted to achieve substantial depth (Rule & John, 2011). The interviews lasted for about an hour to an hour and a half each, and data trigger was used to start the dialogue. Each participant gave permission to audio-record interviews; and the service providers spoke a mix of English and isiXhosa.

### **3.7.4 Researcher's reflective journal**

This method was used to gather, reflect on, and clarify information from observations made during the research process. 'Reflexivity' is acknowledging the central position of the researcher in the construction of knowledge (Banister et al, cited in Finlay, 1998); hence, reflexivity allowed me to acknowledge my own role in the research. With this in

mind, I kept a reflective journal after each meeting with the participants. Personal reflections were recorded of any critical incidents, as well as of my thoughts, experiences and feelings throughout the research process. This tool also assisted me to reference my notes once the data analysis was being done, and to contribute to the interpretation of data from the discussions and develop an argument. Methodologically, the reflective journals contributed in documenting the challenges in getting disabled youth and families to participate given that they do not know each other and the community member or service providers did not have much knowledge about where to find disabled youth. I reflected about possible adaptations in my sampling method and the structuring of interviews to address these challenges.

### **3.8 Data Analysis**

I translated and transcribed all isiXhosa interviews simultaneously and verbatim, and employed thematic coding: first, I familiarised myself with the data, to understand the overall meaning of the information (Babbie & Mouton, 2001). Then a preliminary analysis was done of each transcript, to identify codes that emerged from the raw data, which were grouped together to form categories. These categories were grouped in turn, to form themes. A second level of analysis was done inductively across the different data sources, to verify categories and themes, until data saturation was reached. Deductive analysis was performed during the discussions, using the Livelihoods component of the CBR guidelines and Kaplan's organisational capacity as theoretical frameworks. This was followed by interpretation and checking (Creswell, 1994), in which all participants were brought together in one group. Themes and categories were verified through follow-up interviews. The analysis explored the participants' understanding of disability regarding skills development and employment, and identified their existing skills, roles, organisational structures and resources perceived as (and articulated to be) essential for disability-inclusive development (Rule & John, 2011).

### **3.9 Rigour**

I used measures of credibility, transferability, dependability and confirmability to enhance the trustworthiness of this study (Rule & John, 2011). I was able to describe the participants' data precisely in order to reflect their experiences, through the use of different data sources to collect data (i.e. individual interviews, focus groups and reflective journals), for consistency. Triangulation was used to ensure rigour (Babbie & Mouton, 2001).

**Credibility:** Member checking was done with the research participants in the follow-up interviews and focus groups, to categorise the interpretation of data into themes and categories. This process allowed me to glean additional information from the participants, correct errors, and confirm that my data interpretation was a true reflection of their experience. A workshop was conducted with all the participants, in which I reported back on my findings to check themes and interpretation.

**Transferability:** I made sure that findings would be transferable and applicable to other contexts by collecting sufficient and sufficiently detailed information. A detailed description of participants and context is provided, in order for the findings to be transferred and used by any other researcher (Babbie & Mouton, 2001). In literature, the reader makes the judgement of thick description of context.

**Dependability:** The various methods for triangulating data, and a detailed description of the research process, are clearly reported; including the design, what happened in the field, how data was gathered, and the evaluation of the procedures to demonstrate consistency of findings. I also made use of field notes to record logistics and essential information, to refer to during data analysis.

**Confirmability:** I acknowledged and analysed my own preconceptions and beliefs in relation to the study by keeping a reflective journal of my own feelings and thoughts during the data collection and analysis process. Regular dialogue with my supervisor and the project co-ordinator of the Disabled Youth Enabling Sustainable Livelihoods (DYESL) project assisted in ensuring confirmation. This process ensured that my

findings are an accurate interpretation of the experiences and ideas of the participants rather than the preferences of the researcher (Babbie & Mouton, 2001).

### **3.10 Ethics**

The participants' involvement in the research study was completely voluntary; no-one was forced to take part. Verbal and written permission was obtained from all participants. An information sheet (see Appendix 1) and an informed consent form (see Appendix 4) were issued to each person who agreed to participate. These forms included all the relevant information about the study: what was to be done during the research, what the information would be used for, and all other relevant information necessary to ensure transparency. Participants also gave permission for me to tape-record the focus groups and interviews. To maintain confidentiality and privacy, pseudonyms are used and the specific areas visited are not divulged. Participants chose venues for meetings that were convenient for them. The positions of the service providers in their organisations are not given.

Regarding transparency, the purpose of the study was explained to the participants to ensure that they understood what was expected of them. They were required to read the information sheet (see Appendix 1), and I had the responsibility of ensuring that participants understood everything they had read before signing the consent form (see Appendix 4), to confirm their agreement with the terms and conditions of the study. I read out, translated and explained the information and consent details in isiXhosa to participants who could not read or did not understand English. I informed participants that they were allowed to withdraw from the study at any time, should they not wish to continue.

The benefits to the participants included the sharing of relevant information about resources and services available for disabled youth in the community. No personal questions were asked, and there were no known risks associated with participating in the study. The research questions were unlikely to evoke distress; but occupational

therapists and social workers at a nearby hospital (Queenstown) agreed to accept referrals. I agreed to deliver feedback on the study and follow-up of issues.

The study adhered to the ethical principles outlined in the Declaration of Helsinki (2008). Permission to undertake this study was obtained from the Faculty of Health Science Ethics Committee (see Appendix 9) of the University of Cape Town (ref number: HREC 341/2013), and from the Municipal Manager and the traditional leader (the chief) of the area.

### **Conclusion of methodology**

This chapter provided a justification for the case study as the appropriate design for this study. The instrumental case study approach was adopted, and can be further characterised as the exploratory type of case study. Focus groups, interviews and in-depth interviews were used as data generation methods. Data was analysed both inductively and deductively. The next chapter presents the study findings.

## Chapter Four: Findings regarding service providers

### Introduction

This chapter presents six research-objective themes identified regarding the service providers. The first three themes refer to the intangible elements (Kaplan, 1999) of the capacity of service providers to promote the inclusion of disabled youth in social and economic development opportunities. The service providers explore their views and reflect on their understanding of and approach to disability (the first theme); their vision for disabled youth; and the ways in which they facilitate participation and access to skills development and employment opportunities (second and third themes). The fourth and fifth themes identified analyse the tangible elements (Kaplan, 1999) relating to the structures and systems, and the skills, abilities, and material resources of service providers available to mobilise youth to be able to access and participate in development opportunities. The last theme looks at challenges to the capacity of service providers to promote inclusion of disabled youth in economic development.

The next section introduces Theme 1: the service providers' understanding of disability. Direct quotes from the data collected are reported in italics.

#### 4.1 Theme 1: They are capable

The theme identifies the service providers' understanding of and attitudes and approaches to disability. 'Focus on impairment', 'Continuum of attitudes', 'Most productive' and 'Flexibility in promoting inclusion' are categories identified in relation to understanding disability (see Table 4.1).

**Table 4.1: Theme 1**

<b>Theme 1</b>	<b>Categories</b>	<b>Codes</b>
<i>They are capable</i>	Impairment focus	<p><i>Not to say he or she cannot do</i>  <i>Certain things they are unable to do</i>  <i>Does not mean you cannot do ABC</i>  <i>Physical, only physical</i>  <i>I think even mental</i>  <i>We see physically disabled</i>  <i>We can relate to physically disabled</i>  <i>A person who has been injured</i>  <i>Affected a specific limb</i></p>
	Continuum of attitudes	<p><i>Our people are now taken by this social security</i>  <i>Only depending on the grant</i>  <i>They take the back seat</i>  <i>They know that I have something</i>  <i>Do not want to do anything</i>  <i>Do not have the motivation</i>  <i>They just get satisfied</i>  <i>It is difficult for him/her to manage</i>  <i>People who are interested</i>  <i>Send them to a special school</i></p>

	<i>Most productive</i>	<p><i>They are the ones most productive</i></p> <p><i>They are capable of employment</i></p> <p><i>They are capable to do</i></p> <p><i>Maybe they lack information</i></p> <p><i>They are very active</i></p> <p><i>It is a national crisis</i></p> <p><i>To be dealt with nationally</i></p>
	<i>Flexibility in promoting economic inclusion</i>	<p><i>Structures... of chickens is built in an accessible way</i></p> <p><i>We try to make it accessible</i></p> <p><i>To accommodate them</i></p> <p><i>They can move in and out</i></p> <p><i>Remove those barriers</i></p> <p><i>One of our concern (barriers)</i></p> <p><i>We are Xhosas- caring families</i></p> <p><i>We do not force everybody</i></p> <p><i>Those who are in need</i></p> <p><i>It is for the community</i></p>

#### 4.1.1 Impairment focus

Cebo's understanding of disability is not implying that people with disabilities cannot do, but that their functional capabilities and inabilities differ with different types of task they engage in on the different projects Cebo's organisation funds; they are very capable in certain work tasks:

*According to our programme, we regard someone who is disabled as... not to say he or she cannot do anything for herself or himself, but there are certain things they are not able to do; and in these programmes they struggle a lot, because we do not have only disabled persons per se. (Cebo, first interview, 25/03/2013)*

Bonang's perception was similar, in that he also emphasised that being disabled does not mean you cannot 'do', but that the removal of environmental barriers is an opportunity for disabled youth to show their capabilities regarding work and skills:

*To be disabled does not mean that you cannot do 'ABC', so if you just remove those barriers to show what these people are capable of... I think that is one area of concern in this Municipality. (Bonang, first interview, 02/05/2013)*

Participants said they were more aware of people with physical disabilities, at work and in the community, as they are easily seen. One participant also mentioned mental disability as another type of disability among the disabled youth he has worked with:

*Physical, only physical. I think even, er, not 'physical' per se, I think even mental; what I can say is that mostly we see physically disabled people, because we can relate. (Cebo, first interview, 25/03/2013).*

*It is only physical; that is what I will say. (Bonang, first interview, 02/05/2013).*

Beauty shared her view of disability:

*A person who has been injured, and [it has] affected a specific limb. (Beauty, first interview, 25/03/2013)*

Her opinion was that some disabled youth might have a chance, while others may be unemployable. She shared a need for training in skilled work, to enable employment:

*Some of them have the ability – like the paraplegics, because they can use their hands; but the quads cannot be employed. The problem is resources; maybe they have a chance, but need to be trained on skilled work (Beauty, first interview, 25/03/2013).*

#### **4.1.2 Continuum of attitudes**

Some participants opined that disabled youth seem demotivated as a result of dependency on disability grants to support themselves, and do not want to engage in other community-based initiatives:

*I do feel that the grant has a negative factor, because they just get satisfied with the grant and not think that they can do something else that will assist them sustain their living. (Beauty, first interview, 25/03/2013)*

Another participant shared how the disability grant hinders the full participation of disabled youth in development opportunities available in the community, even though they are capable of working:

*I think they are capable of employment; but the thing is that our people are now taken by this social security – which is the disability grant – so when the person gets a disability grant, they take the back seat because they know that 'I have something that I am getting at the end of the month'. (Cebo, first interview, 25/03/2013)*

A disabling attitude of exclusion was seen when a participant shared about only targeting people who are interested in joining the existing support groups at the clinics, where people are equipped with knowledge on how to plough, and have plots allocated for them to plough and sell what they cultivate:

*It is about people who are interested; so if you are, you can join also. (Beauty, first interview, 25/03/2013)*

Beauty also spoke about referring disabled youth to special schools to avoid discrimination in mainstream schooling:

*There is a lot of discrimination at schools, where the non-disabled learners make a joke about disabled learners, which makes them drop out. (Beauty, first interview, 25/03/2013)*

#### **4.1.3 Most productive**

Other service providers reflected an enabling attitude in stating how capable and productive disabled youth are in food security and sustainable livelihoods projects, particularly in handwork:

*Although you will find that when it comes to hard labour work, they are the ones who are most productive; our programmes include people who are basically coping, and you find out that they very good with handwork or hard labour; but you cannot put them in charge as part of the executive, as sometimes they lose it. (Cebo, first interview, 25/03/2013)*

Bonang shared that their participation is equal to that of other community members:

*Like any other normal human being in the community, there are members who are active and those who are passive. (Bonang, first interview, 02/05/2013)*

Further, he stated that it cannot be said they do not participate because of their disability; rather, there is poor dissemination and communication of relevant information:

*But those who do not participate, maybe they lack information on why it is imperative for them to participate – and it might not be all of them; some are participating, they are very active, you must not undermine them, there are those who are highly active. I know many of them here, from one village to another village. (Bonang, first interview, 02/05/2013)*

He also shared that disabled youth are not left out or disadvantaged, but simply need to understand the importance of their participation in different spheres of government:

*I think we need to conduct a lot of workshops to the people in terms of why it is important for them to participate in their phase of government. Generally it is average to the whole public, not specifically to them, because I treat them equal to the other people in this question of participation; they are also not left out. (Bonang, first interview, 02/05/2013)*

#### **4.1.4 Flexibility in promoting economic inclusion**

Participants emphasised that their programmes do not only aim at disabled youth, but all youth in the community, as part of being inclusive for all:

*We do not have only disabled persons per se, but a mix of disabled and non-disabled. But we encourage that there should be people who are disabled. (Cebo, first interview, 25/03/2013)*

Participants promoted economic inclusion through making physical structures accessible for participation, especially for community members who are wheelchair-bound.

*I mean first of all, when we talk of these projects we try to make things accessible for them, even the work that they are supposed to do [for] the project. Let us say the structures – for instance, of the chickens – is built in an accessible way, so that they can access it. For the community, even if it is a garden it must be*

*accessible, to accommodate them so that they can move in and out of that project site. (Cebo, first interview, 25/03/2013).*

Bonang confirmed this approach of addressing environmental factors to highlight the need for disability inclusion in community projects as well as in family homes:

*As a Municipality we have as a starting point selected one person per ward to build ramps in their households to those people who are wheelchair bound. To educate people, that after building your rondavel or a flat, do not just build the steps. There must be ramps even for people with disabilities, because we are not living alone, amongst family members or neighbours; we have got people who are wheelchair-bound. (Bonang, first interview, 02/05/2013)*

He spoke further about the projects and services being for the community, and therefore seeking to meet the interests of the community, including demonstrating respect and sensitivity to the culture. Bonang emphasised how they had shifted their approach to be responsive to identified needs:

*The type of approach we are using is to collect information from the people in terms of what they exactly want; and as the government of the people, we do exactly what the people really want. (Bonang, first interview, 02/05/2013)*

Families' roles, abilities and preferences in caring for the disabled family member in their households are respected as culturally responsive. Bonang stated that these sociocultural considerations are grounded by the belief that families often take the role of care:

*Once you stay there, at least you receive all necessary attention. But not everybody – you know, we are Xhosas; we still have caring families, so we do not force everybody just because they are disabled. Those who must access are those who are in need of the services rendered in those centres. (Bonang, first interview, 02/05/2013)*

### **Summary of theme 1: They are capable**

'Disability' was identified as the interaction between the impairment and environmental factors, revealing attitudes that recognised ability and productivity, but also the

stereotype of dependency on grants. The perceptions of the participants influence the employability of disabled youth. Strategies for disability inclusion focused on making physical structures accessible, being culturally responsive, and satisfying what people have identified as their needs and interests. With this in mind, in the next theme the participants share their respective visions for disabled youth, and strategies used to achieve those visions.

#### **4.2 Theme 2: To see them**

Participants identified their vision and certain strategies for disabled youth to achieve their goals. '*Being able*' and '*fighting poverty*' were the identified visions. Furthermore, the strategies '*it is for youth in general*', '*Active in decision-making*' and '*we move together*' were identified by the participants as essential in achieving their visions for the disabled youth (See Table 4.2).

**Table 4.2: Theme 2**

Theme 2	Categories	Codes
<i>To see them</i>	<i>Being able</i>	<i>Believe in themselves</i> <i>Being able to do things</i> <i>Self-reliance and resilience</i> <i>Build that self-reliance and independence</i> <i>To provide for themselves</i> <i>Creating jobs</i> <i>To see them taken care of</i> <i>Not looked down</i> <i>To have vegetable gardens</i>

	<i>Fighting poverty</i>	<p><i>Areas buy vegetables at a low cost price</i></p> <p><i>Will also benefit the poor</i></p> <p><i>Contribute something to those people</i></p> <p><i>People with HIV/AIDS and disabled people</i></p> <p><i>Its food security</i></p> <p><i>Sustainable livelihood</i></p> <p><i>Producing more to sell</i></p> <p><i>To gain skills and be employed</i></p>
	<i>It is for youth in general</i>	<p><i>Fund youth and women.</i></p> <p><i>Self-employed.</i></p> <p><i>Project running is a job</i></p> <p><i>They are able to work</i></p> <p><i>Mix disabled and non-disabled</i></p> <p><i>We encourage ... there should be disabled youth</i></p> <p><i>We just provide service to everyone</i></p> <p><i>Nothing specific to disabled youth</i></p> <p><i>They must be included</i></p> <p><i>There should be 2/3 disabled persons</i></p> <p><i>We ensure ... at least one disabled person</i></p>
	<i>Active in decision-making</i>	<p><i>Put them in executive committee</i></p> <p><i>Be part of the decision making</i></p> <p><i>To form part of the team</i></p> <p><i>To capacitate them</i></p> <p><i>To be informed</i></p>

	<i>we move together</i>	<i>There are workshops conducted We can work ... with other sectors We work very closely To educate people Seeks to address the interests To meet the needs</i>
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#### **4.2.1. Being able**

Participants shared that their visions for disabled youth relate to being able to build their confidence and facilitate independence through doing. They highlighted a strategy of *helping people who help themselves*, in the sense that youth are given the space and opportunity to initiate projects before asking for assistance. This approach helps disabled youth to believe that they are capable of becoming self-reliant; for instance, Cebo mentioned that:

*We are not just going to people and assisting them; there should be something that they are doing. Then they can come and apply for funding... [We] would like to see them believing in themselves, and being able to do things to gain that self-reliance and resilience; because you will find out that mostly, disabled people, they do not believe in themselves. (Cebo, first interview, 25/03/2013)*

Another participant said she would like to see disabled youth cared for and not viewed as incapable, with an emphasis on being equipped with the skills necessary for employment. She stated that her barrier in achieving this vision was poor dissemination of information, and limited awareness of services available for skills training, which influences referral pathways; as well as an inaccessible admission system for learnerships, due to the low level of education among disabled youth:

*I would like to see them taken care of and not looked down [on] as people who cannot do anything, but to gain skills and be employed. The problem is where to refer them for the skills training, and if we can get learnerships that are not only limited to people who have matric, so that they can be skilled. (Beauty, first interview, 25/03/2013).*

#### **4.2.2 Fighting poverty**

Cebo shared his experience of the process of facilitating participation and independence, resilience and self-reliance, while also meeting the needs and objectives of enabling the youth to provide for themselves and the whole community:

*The main objective of Social Development is to fight poverty, more especially in a sustainable project. We only fund projects that will assist communities; for instance, farming. For example, people in the surrounding areas buy vegetables at a low cost price, and it will also benefit the poor, people with HIV/AIDS, and disabled people. The project must contribute something to those people out of what they have produced. (Cebo, first interview, 25/03/2013)*

Cebo further demonstrated the integration of food security to fight poverty through the vegetable projects for both women and the youth, while also focusing on income generation; and the actual running of projects is a job-creation opportunity, as they make profits by producing to sell:

*When it comes to sustainable livelihood, where they produce and sell crops, we have two sub-programmes. It is food security, where we plant crops, and then we have women and youth. Amongst the two, between women and youth, we focus on generating income, fighting poverty, and creating jobs, so that they may at least make profits, depending on how much they make per month. (Cebo, first interview, 25/03/2013)*

Another participant from the Department of Agriculture shared a similar vision of food security and income generation, starting small (ploughing small household plots) and expanding to farms, where they aim to sell what is produced to make a profit to support themselves and their families financially.

*In Siyazondla ['We are nourishing'] they have gardens in their households – this is only to provide for themselves at home. Siyakhula ['We are developing'] is like an expansion of that, to producing more to sell. (Akhona, first interview, 02/05/2013).*

Building confidence and self-reliance and fighting poverty were the stated visions for disabled youth. Service providers identified three strategies that enable them to promote the inclusion of disabled youth in their programmes.

#### **4.2.3. It is for youth in general**

Participants said that their programmes include skills development, in which they fund youth and women as a means of providing financial assistance for them to create income-generating projects or businesses. These projects also provide job opportunities for youth and women; the initiation and the running of a project is a job, making profits that cover their earnings:

*Here at Social Development, we fund youth and women. We cover that they create their own businesses, which is self-employment. Jobs are created in that they are given the money to work for themselves, so initiating the project and running it is a job, and they get money from the project, which is the earnings.*  
*(Cebo, first interview, 25/03/2013)*

Participants from across the Departments of Health, Social Development, and Agriculture, as well as the Municipality, described working with all youth, and not with separate groups of only disabled youth or only non-disabled youth. They encourage the participation of disabled youth, through working with the wards to raise awareness of the available opportunities offered by their services. For instance, another participant mentioned that they encourage at least one disabled person per group of 15 youth, and at times, two thirds of a group of 25 have been disabled persons:

*We just provide service to everyone; there is nothing specific to disabled youth. And also, part of what we do, [it] does not emphasise on involving disabled people to ensure that they participate. (Linda, first interview, 02/05/2013)*

#### **4.2.4. Active in decision making**

Another participant shared that consulting and working in collaboration with the centres for disabled people (currently two in the district) is one way of facilitating the inclusion of disabled youth in decision-making processes:

*When it comes to issues impacting directly to people with disabilities, people from the disabled sector they do participate in planning meetings with the Municipality – for one reason: to capacitate them, and to be informed about that which government offers to them, and what they can do. (Bonang, first interview, 02/05/2013)*

Social Development also encourages active participation in decision-making:

*We try to put them in the executive committee, whenever there is a project, so that they can be part of that decision-making; and even if there is training, if the project managers must attend and they say, ‘five will be chosen’, we make sure that that disabled person is going to form part of the team. (Cebo, first interview, 25/03/2013)*

#### **4.2.5. We move together**

In addition to working closely with centres for disabled people, Bonang also mentioned how intersectoral collaboration ensures that all the needs and interests of these centres are met. He gave an example of assisting disabled youth to access disability grant to assist them financially, as they are not working at the centres:

*We have got the [disabled] forum even at this level of the Municipality. Of which we can work hand in hand with other sectors and private sectors, like Disabled People South Africa (DPSA), as an organisation, Social Development, Department of Health and others, working very closely with other sectors ensures that they can get access; they get wheelchairs and so on. (Bonang, first interview, 02/05/2013)*

Another participant shared a similar view on collaboration between the Departments of Health and Education as a strategy for enabling disabled youth to gain skills:

*What happens here is that, in collaboration with the Department of Education, we assess them and send them to a special school where they get equipped with handwork skills. (Beauty, first interview, 25/03/2013)*

### **Summary of Theme 2: To see them**

Being able to gain confidence, self-reliance, resilience, and skills, as well as fighting poverty, were the visions identified for disabled youth. Mixing disabled youth and non-disabled youth in projects, involvement in decision-making, and collaboration across sectors (including disabled peoples' organisations) were seen as strategies for inclusion. Workshops, forums and being part of executive committees facilitated participation in decision-making, particularly in issues related to disability, and gaining of skills and information. Theme 3 looks at the structures and systems in place to enable access and participation.

### **4.3 Theme 3: Guided by the structures**

This theme identifies structures and systems of participation and communication, as well as the influence of policy in promoting the inclusion of disabled youth in skills and work. See Table 4.3 for categories and codes related to Theme 3.

**Table 4.3: Theme 3**

Theme 3	Categories	Codes
<i>Guided by the structures</i>	Criteria for project funding	<i>They create their own businesses</i> <i>They can come and apply</i> <i>People come by themselves</i> <i>They should be 18-35, for youth</i> <i>The minimum number of 25</i> <i>Should be unemployed out of school</i> <i>For people who are vulnerable</i> <i>Must have an already existing project</i> <i>They know the procedure</i> <i>Household has its own garden</i> <i>Planting there in the farms</i> <i>Farmers ... contribute R1800</i> <i>There is no special treatment</i>

	<i>Depends on the qualification</i>	<p><i>They do not have education</i></p> <p><i>Be able to speak and understand English</i></p> <p><i>Have only standard 3</i></p> <p><i>Some require some degrees</i></p> <p><i>A particular certificate</i></p> <p><i>Not having their matric</i></p> <p><i>Could not qualify</i></p>
	Selection process	<p><i>Cannot just take a particular person</i></p> <p><i>Cannot treat them separately</i></p> <p><i>They are not disadvantaged</i></p>
	Organised community structures connecting with communities	<p><i>There are community forums</i></p> <p><i>Ward-based forums</i></p> <p><i>Disability forums</i></p> <p><i>It is easy for the information dissemination through committees</i></p> <p><i>Other committees in the ward</i></p> <p><i>There are disabled forums</i></p> <p><i>We have got summits</i></p> <p><i>Committees are the link</i></p> <p><i>Community has its extension officer</i></p> <p><i>Every ... practitioner has a ward allocated</i></p>

	Organised purpose and process	<p><i>The community gets involved</i></p> <p><i>We introduce ourselves</i></p> <p><i>A project is for the community</i></p> <p><i>They have to sign to confirm ...the project</i></p> <p><i>Assist when there is conflict</i></p> <p><i>To inform people</i></p> <p><i>Distributory methods</i></p> <p><i>They hold meetings</i></p> <p><i>Calling imbizos (gatherings)</i></p> <p><i>We reach areas through campaigns</i></p> <p><i>We use health workers a lot</i></p> <p><i>Visit a project weekly</i></p>
	We are a network society	<p><i>Technology is one</i></p> <p><i>People have access to Facebook</i></p> <p><i>People are using advanced cellphones</i></p> <p><i>You must not undermine that</i></p> <p><i>You can Google it</i></p>
	Limiting policy process	<p><i>The number should be what we require</i></p> <p><i>We have our service level agreements (SLAs)</i></p> <p><i>SLAs guide procurement procedures</i></p> <p><i>Terms and conditions</i></p> <p><i>Policy Transformation process is taking place</i></p> <p><i>We are working towards achieving [Employment Equity Plan expectations]</i></p> <p><i>We are following the Employment Equity Act</i></p> <p><i>We are not following any policies</i></p>

#### **4.3.1 Criteria for project funding**

Social Development funds projects for women and youth to create their own businesses, gain skills and generate income. It was emphasised that the department does not recruit or organise groups; thus, youth and women need to organise themselves into groups before approaching the department for funding requests. Cebo outlined the criteria to be met to qualify for project funding:

*First of all, the number of people should be what we require [for projects]; secondly, for youth, they should be 18-35, and that youth should be unemployed and out of school. We are not taking school-going age. And we are also looking for people who are vulnerable... for food security, they must be 15, and for the sustainable livelihoods, the minimum of 25. (Cebo, first interview, 25/03/2013)*

The food-security projects are divided between groups of youth and groups of women, while the sustainable-livelihoods projects have both youth and women in a group of 25. Another participant elaborated on vigilance in not discriminating:

*There is no special treatment here which is specially designated for... although we need to absorb many people with disabilities; we have to be very careful to discriminate. So I think some do require some degrees or diploma and some particular certificate. (Bonang, first interview, 02/05/2013)*

The Department of Agriculture requires farmers to contribute R1 800 and to have a list of people who want their plots to be planted in order to be further assisted with ploughing. This service is not reserved for disabled youth.

#### **4.3.2 Depends on the qualification**

Participants identified level of education as an important requirement for most learnership programmes and jobs available. A low level of education was seen as hindering service providers from facilitating skills development and the employability of disabled youth:

*It is difficult, because they do not have education. I mean, even if you are a switchboard operator, you should be able to speak and understand English a bit. Most of them have only Standard 3. SETA phones us to inform us about the*

*learnerships; but when I look at my database, they do not qualify for these.*  
*(Beauty, first interview, 25/03/2013)*

Another participant agreed:

*Most of the learnerships are qualification-based here. (Bonang, first interview, 02/05/2013)*

Beauty said learnerships not being limited to people with matric would assist disabled youth to become skilled:

*The problem is where to refer them for the skills training. If we can get learnerships that are not only limited to people with matric, they [disabled people] can be skilled. (Beauty, first interview, 25/03/2013)*

#### **4.3.3 Selection process**

The selection process for jobs is based strictly on the requirements stipulated on the advertisement. Local government is also facilitating the inclusion of disabled youth in internships and Extended Public Works Programmes (EPWP). Bonang stated that they cannot employ someone just because they are disabled; this should only guide the selection of a suitable person:

*So you cannot just take a particular person from the community because you know she or he is disabled, whereas she lacks the skill and capacity to perform that particular job. (Bonang, first interview, 02/05/2013)*

One participant claimed that creating an environment for disabled youth to access school could help encourage disabled people to attend ABET classes. They would then learn to write, and have a better chance of employment in EPWP. He said that the EPWP has jobs that are not strictly qualification-based, but people should at least be able to write. Bonang stated:

*We must make sure that schools are accessible to the people with disabilities; in particular, those who are wheelchair-bound, by creating an environment within the schools so that they can access, that is what is required. But we cannot treat them separately from other people, but make sure that they are not disadvantaged in the process. (Bonang, first interview, 02/05/2013)*

#### **4.3.4 Organised structures connecting with communities**

Participants identified existing structures for the participation of disabled youth. A participant in local government reported the use of forums, summits and ward-based committees. The Department of Social Development also indicated their use of committees, as well as the allocated ward-based practitioners and participatory approaches, as currently-used structures for communication, dissemination of information, and participation of disabled youth in the communities. Local government mentioned their public-participation structures for disseminating information on opportunities available in local government:

*We have got what we call ward-based forums, because it's a Municipality with wards... So it's easy for the information to be disseminated down to the people, as you have structures at the level of Municipality, level of wards and level of villages, straight to the households. (Bonang, first interview, 02/05/2013)*

One participant explained that the ward-based committees play a role in ensuring that people on the ground are informed – including disabled people:

*Committees are the link between the Municipality and the community, whatever information is at the disposal of the Municipality should reach the people, and the only way for that particular information to reach the people is through ward committees. (Bonang, first interview, 02/05/2013)*

The structures of the Departments of Social Development and Agriculture have extension officers or community development practitioners allocated per ward, to consult with ward committee members and hold meetings to keep people informed:

*We work with ward committees a lot; first of all you cannot access the community without the ward committees, or the chief, for mobilisation of communities. (Cebo, second interview, 02/05/013)*

#### **4.3.5 Organised purposes and processes**

This category identified the purposes and processes of the existing structures mentioned above. Bonang elaborated on involving disabled youth being the purpose of the municipal structures:

*The purpose of these forums is key in any action or any programme of the government... you must have forums for people with disabilities so that they can form part of those structures of public participation you know. (Bonang, first interview, 02/05/2013)*

The committees are expected to use various methods to ensure that information reaches everyone including disabled people, such as calling *imbizos* (community gatherings) in each village. It seems to be the only method used in rural areas; there are no radio stations, and pamphlets run out and are problematic to replace. Furthermore, Cebo reported the use of participatory approaches to mobilise the community to ensure that a project becomes known:

*We collect data to identify needs, and it helps with assessing whether projects could be sustainable... So in that, the community gets involved. They participate, as we do not want a project to just be initiated, because we believe that a project is for the community. (Cebo, second interview, 02/05/2013)*

Cebo referred to the ward committees who are part of the structure, as they have to sign to confirm that a project exists in the community, and assist to resolve any conflict between project members. Awareness campaigns also used to ensure that people know of Social Development services and opportunities available for skills and employment programmes:

*We do awareness campaigns as part of our key performance areas (KPAs); we have to make sure that we do these awareness campaigns once or twice a quarter. (Cebo, first interview, 25/03/2013)*

Another participant referred to the use of health workers, and working closely with the clinics in identifying disabled people needing assistive devices:

*We use the health workers a lot to get people who need [them] crutches and wheelchairs, so I can order for them. We go out to the clinics and around the community to identify disabled people and their needs, and to educate on*

*handling in cases where there are bed-ridden family members. (Beauty, first interview, 25/03/2013)*

Moreover, participants reported that to ensure that disabled youth have information about the opportunities available, the extension officers allocated per ward keep people informed about services and opportunities available, in order for the community to be involved. They also visit the project sites weekly:

*Each and every community has its extension officer, so they are responsible for informing people about these opportunities. They hold meetings to inform people about the programmes of the Department, and the procedures they must follow when they want to access these. The extension officers also visit project sites weekly, to check up on the progress. (Khanya, first interview, 02/05/2013)*

#### **4.3.6 We are a network society**

This category identifies social networks as structures used for communication. One participant identified the internet or social networks as potential structures for communication with young people and informing them about available resources and services:

*We [local government] are in a network society, whereby technology is one of the most commonly used [means of communication]. Young people have access to Facebook, and you can find National Youth Development Agency [NYDA] through your Facebook. You can Google it through your cell phone because young people are using advanced cell phones ... you must not undermine that ... it is a fact. (Bonang, first interview, 02/05/2013)*

Local government has built partnerships with NYDA, after conducting a youth dialogue in which NYDA presented their services aimed at assisting youth (including disabled youth) by showing them how to draft business plans and grow their businesses, and by hosting workshops about entrepreneurship skills. Finding space for their offices in Cofimvaba was identified as an action necessary to ensure close physical access.

#### **4.3.7 Limiting policy processes**

This category identifies processes informed by policy. Participants stated that they are not implementing any policies, but are using a system of service level agreements detailing the terms and conditions of a contract, the procedures, and what both parties expect:

*We have [a] service level agreement, it is an agreement between the department and the project stating the duration of the project, the funding amount, and terms and conditions. It states that the project is not for a single person; if you decide to leave, you do not take anything with [you]. And it guides the procurement procedures. (Cebo, second interview, 02/05/2013)*

Another participant brought up the implementation of the Employment Equity Act (DoL, 1998), and pointed out that they have specific sections in the Municipality (such as corporate services, infrastructure, community services, technical, and local economic development) created to ensure that each and every aspect of community development is addressed. Bonang said that in his organisation, even though only a small percentage of those employed are disabled youth, they are working towards increasing that percentage:

*The transformation process is taking place; I won't say it can happen overnight that we are 100%, in as far as the implementation... we have got an Employment Equity Plan that seeks to address that, and it is very clear, our Municipality has got that plan and it is reviewed currently. (Bonang, first interview, 02/05/2013)*

Monitoring and evaluating policy was identified as a process in which the institution looks at the challenges of the implementation of policies:

*We have got disability forums to monitor and evaluate that all the agreed pieces of legislation are being implemented. We look at the challenges in terms of why it is difficult for them to be implemented (Bonang, first interview, 02/05/2013)*

#### **Summary of Theme 3: Guided by the structures**

Municipal structures and ward-based structures are put in place on various levels to enable the participation of disabled youth in development opportunities; yet participants

acknowledge that there are gaps in the implementation of disability-related policies. Participants across sectors agreed that there are still very few disabled youth participating. Ward-based committees were identified as a structure to ensure that available information, resources and opportunities are communicated straight to households in the communities, through using various methods, such as community gatherings. They also observed that people organise themselves; the service providers organise the processes that people must follow to receive assistance. The participants identified their roles and skills in promoting the inclusion of disabled youth, and in addressing their needs.

#### **4.4 Theme 4: We assist**

This theme categorises certain roles and skills of service providers in safeguarding the needs of disabled youth and community development (see Table 4.4).

**Table 4. 4: Theme 4**

<b>Theme 4</b>	<b>Categories</b>	<b>Codes</b>
We assist	Potential for financial freedom	<i>We develop them in terms of skills</i> <i>We assist them with accessing grants</i> <i>We focus on generating income</i> <i>They may at least make profits</i> <i>We cover for them to earn wages in these projects</i> <i>They get money from the project (entrepreneurship)</i> <i>Entrepreneurship skills</i> <i>Poultry farming</i>

	<i>Assisting those people with access</i>	<p><i>We try and make structures accessible</i></p> <p><i>Build ramps to the homes assisting those people</i></p> <p><i>People can get access to services</i></p> <p><i>Services to reach people</i></p> <p><i>Basic services as a starting point</i></p> <p><i>There is water, electricity</i></p> <p><i>Access route to these centres</i></p>
	<i>Mobilize and empower</i>	<p><i>We visit schools</i></p> <p><i>Educate them [teachers and learners] about disability</i></p> <p><i>Conduct a lot of workshops</i></p> <p><i>Look at the rehab programme</i></p> <p><i>Motivate them to participate</i></p> <p><i>To advocate</i></p> <p><i>We do management</i></p> <p><i>I assess and deliver</i></p>
	<i>Situational analysis skills</i>	<p><i>Collect information from the people</i></p> <p><i>We collect data to identify needs</i></p> <p><i>Find peoples' indigenous knowledge</i></p> <p><i>Check their strengths and weaknesses</i></p> <p><i>We monitor to check ... for gaps</i></p> <p><i>They might need assistance or advice</i></p> <p><i>Every project has database</i></p> <p><i>I look at the database</i></p>

#### **4.4.1 Potential for financial freedom**

This category looks at the service providers' roles and skills in facilitating financial freedom. Cebo stated that the financial assistance they provide includes money

allocated for skills training, to equip youth with skills to develop and manage their project to the point where they are able to generate profits. The profits cover wages, and also opportunities for more people to be employed as the projects develop:

*We cover for them to earn wages in these projects. We also develop them in terms of skills... We focus on generating income... They get money from the project, which is the earnings ... and creating jobs so that they may at least make profits, depending on how much they make per month. (Cebo, first interview, 25/03/2013)*

Further, he identified certain entrepreneurship skills that they organise for the project members to be equipped with:

*We have here in Intsika Yethu the poultry projects, so in those projects we invite other service providers to come and equip them with skills like project management, financial management, and poultry farming. Then we draft a business plan, depending on what they are doing. (Cebo, first interview, 25/03/2013)*

#### **4.4.2 Assisting those people with access**

The category identifies actions taken by service providers to ensure access to services. One participant listed the existing disabled people's centres in the district, for which the Municipality ensures basic services.

*We have got two operating Centres in the district; one is a Cheshire home, and is located in Chamalele [a village in Cofimvaba], and the other is in Mahusheni in Tsomo. (Bonang, first interview, 02/05/2013)*

The Municipality plays a role in supporting disabled peoples' centres in ensuring that the people have access to basic services and good infrastructure in the homes (as discussed in the first theme) and in service provision:

*It [Municipality] plays a leading role in terms of making it a point that there are services to those centres, basic services as a starting point, and assists those people with other resources that the Municipality might have, in terms of assisting them. First and foremost, we must make sure that there is water, electricity and*

*access routes to these centres, because one of the biggest problems is to access those centres. (Bonang, first interview, 02/05/2013)*

As discussed in the first theme, another participant (from Social Development) referred to a similar action – ensuring access by making project structures accessible.

#### **4.4.3 Mobilise and empower**

This category identifies the role and skills of participants in relation to mobilising and empowering disabled youth. With regard to accomplishing the involvement of disabled youth in schooling, Beauty mentioned that the Health Department plays a role in educating both teachers and learners about disability, to help combat discriminatory behaviour in mainstream schools, which hinders learners with disabilities from getting an education and the necessary skills for employment:

*We do awareness campaigns, where we visit schools and educate them about disability. (Beauty, first interview, 25/03/2013)*

Bonang mentioned that ABET is available, accessible and not discriminatory to anyone. He referred to his role as merely encouraging disabled youth to attend, and ensuring that policies are implemented correctly to facilitate participation:

*ABET is there and is put closely to the people; and ours [our role] I think is to encourage them to attend. Mine is to advocate if they are doing it the right way. (Bonang, first interview, 02/05/2013)*

Another participant acknowledged her role in identifying and providing people with assistive devices, referring them to well-resourced hospitals for therapy as well as managing the rehabilitation programme:

*I assess and deliver the assistive devices to their homes, but I deliver through the clinics. Most of the patients I refer to Frontier [Hospital], like for hearing aids, [and] speech therapy, and children for the cerebral palsy clinic. We do management and look at the rehab programme. If they need therapy, I refer to Frontier. (Beauty, first interview, 25/03/2013)*

#### **4.4.4 Situational analysis skills**

One participant identified certain research skills used to identify indigenous knowledge, needs and assets of the community through the use of participatory rural appraisal. According to the participant, this method assists in getting the community involved, consulted and knowledgeable about the different projects:

*We collect data to identify needs and to also find out the peoples' indigenous knowledge. We question things that are most influential to the project to see if the project will be a possibility. We check their strengths and weaknesses. Participatory rural appraisal helps us identify such things. (Cebo, second interview, 02/05/2013)*

Other participants mentioned the prearranged visits made to the projects after the funding has been approved, to monitor the success of the project as well as provide further assistance where needed:

*We monitor to check how things are going within each project, if crops are growing well and all that. We also check for gaps where they might need assistance or advice on something related to the project. For instance, if germination is poor when they have planted beans, they get advice. The extension officers visit to check up on the progress. (Akhanya, Ppt 5, 02/05/2013)*

#### **Summary of Theme 4: We assist**

This theme highlighted the roles of service providers in facilitating skills development of disabled youth in terms of their potential for financial independence through income-generating projects and access to financial assistance. Roles identified include provision of assistive devices to enhance functional abilities, referrals to other hospitals, managing the programmes, advocating for implementation of policies and ensuring access to basic services and infrastructure. Participatory rural appraisal to identify and mobilise and the frequent project visits were identified as research skills used to measure possibilities for sustainability, and to evaluate the need for further assistance to maintain the project. The next theme features certain resources provided to support disabled youth in gaining skills and accessing employment.

#### **4.5 Money is available for them**

The theme identifies material and financial resources available and provided to support disabled youth in engaging in their desired work opportunities and gaining skills. See Table 4.5 for categories and codes linked to theme.

**Table 4.5: Theme 5**

Theme 5	Categories	Codes
Money is available for them	Providing financial support	<p><i>Invested money in the project.</i></p> <p><i>We only fund projects.</i></p> <p><i>Fund youth and women</i></p> <p><i>Food security we fund R750 000</i></p> <p><i>R500 000 for women and youth</i></p> <p><i>It's like funding</i></p> <p><i>Money for training</i></p> <p><i>Provides financial assistance to farmers</i></p>
	Providing infrastructure and equipment	<p><i>Things like structures/ building offices, fencing their sites</i></p> <p><i>Stationery</i></p> <p><i>Sewing machines, some material</i></p> <p><i>We assist them transport-wise</i></p> <p><i>Bus fare</i></p> <p><i>Money for auditing</i></p> <p><i>Provides material for ploughing</i></p> <p><i>Buy material for them</i></p> <p><i>Seeds, medicine and fertiliser</i></p>

#### **4.5.1 Providing financial support**

Participants stated that they [Departments of Social Development and Agriculture] provide financial support to projects initiated in the community. Cebo listed the different amounts funded to both women and youth for food security and sustainable livelihood projects, which serves as capital to further develop the projects and their skills:

*On these projects of food security we fund R750 000, then R500 000 for women and youth... it's giving them the capital to start a project... so the money is available for them to develop their skills. (Cebo, first interview, 25/03/2013)*

Other participants stated that they provided similar forms of support, to all community members, for people to grow vegetables in household gardens and on farms:

*The Department [Agriculture] financially supports, so it's like funding, and also provides material. (Akhona, first interview, 02/05/2013)*

The projects, gardens and farms are seen as a form of financial support, as the people involved are able to sell what they have produced to generate money for themselves.

#### **4.5.2 Providing infrastructure and equipment**

Participants identified material resources that they assist with in facilitating self-employment initiatives in the community. A participant stated that the funding provided to each group is allocated to cover all the needs of the project, including ensuring good infrastructure and the supply of administrative necessities:

*We also help them out in things like structures, building offices, fencing their sites. There is a part of [a] business plan called administration, which includes money for training, stationery, bus fare, money for auditing. Money is allocated according to all these different things. (Cebo, first interview, 25/03/2013)*

Another participant shared a similar view, of assisting with material and equipment as resources for disabled people in their centres, so they can choose to engage in different activities:

*We just provide resources at our disposal. We buy them some sewing machines, some material, you know, we assist them in how they can use those machines, materials and other stuff. (Bonang, first interview, 02/05/2013)*

Additionally, assisting with transport was understood to facilitate the participation of disabled youth in communal events:

*Whatever is taking place, we hear about challenges faced by the people in the communities, and then the Municipality can quickly assist. We assist them transport-wise and otherwise, for them to attend meetings and to participate in events that are national, provincial and district or municipal events. (Bonang, first interview, 02/05/2013)*

To support food security, the participants provide resources such as seeds and fertilisers, so people are able to grow vegetables for their households, to support disabled people's families and families affected by HIV/ AIDS, as well as to sell to the community:

*Agriculture provides for them... buys material for them... also provides material like seeds to plough, fertiliser and medicines to get rid of insects and weeds, and all those things needed. (Khanya, first interview, 02/05/2013)*

### **Summary for Theme 5: Money is available for them**

The theme displayed the provision of financial support, infrastructure and equipment as resources enabling communities (particularly disabled youth) to gain skills and create work opportunities for themselves. However, participants also revealed the challenges faced in facilitating this participation of disabled youth in skills training and employment in rural communities.

### **4.6 Theme 6: If I could be equipped**

The theme identifies the challenges faced by the service providers across different departments in facilitating the participation of disabled youth in skills development and employment opportunities (see Table 4.6).

**Table 4.6: Theme 6**

<b>Theme 6</b>	<b>Categories</b>	<b>Codes</b>
<i>If I could be equipped</i>	Passive and unaware	<i>We are not following any policy</i> <i>Not implemented and carried out</i> <i>I should be involved but I am not</i> <i>There has not been a project initiated</i>
	Inefficient communication system	<i>Information is not accessible</i> <i>They are unable to communicate with them</i> <i>Never had quarterly reviews</i> <i>We do not have support from province</i> <i>We do not have quarterly meetings</i>
	Marginalised	<i>They [disabled youth] are not much involved</i> <i>They [disabled youth] are very few</i> <i>Challenge would be where to refer them</i> <i>Is supposed to help us</i> <i>Some of us do not have those skills [project and financial management]</i>
	Unclear policy monitoring system	<i>Only the Skills Development Act that I am familiar with</i> <i>We do not have any policies</i> <i>Not implemented and carried out</i> <i>How much do we fit in</i> <i>How much do we achieve</i> <i>Discuss our indicators</i> <i>We can know...our responsibilities</i> <i>What we should actually do</i> <i>We do not have outreach</i>

	minimal infrastructure	<p><i>People do not go</i></p> <p><i>Transport is our main problem</i></p> <p><i>To get a vehicle subsidy</i></p> <p><i>If we can have resources</i></p> <p><i>The problem is resources</i></p> <p><i>There is a lot lacking</i></p> <p><i>I do not have an office</i></p> <p><i>I do not have any equipment</i></p> <p><i>We do not have a budget</i></p> <p><i>When I have time</i></p>
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#### **4.6.1 Passive and Unaware**

Limited knowledge, skills, and awareness of possible actions to take and resources available were identified as challenges to addressing the lack of employment and skills for disabled people in the workplace. A participant identified the lack of education of disabled youth as another impeding circumstance, restricting her in assisting them to access skills and employment:

*I am supposed to have a role and I am supposed to be involved as much as possible, but I am not... the challenge would be where to refer them [to], to gain these skills; for instance, carpentry or woodwork... it is difficult, because they do not have education ... and there hasn't been a project initiated by disabled people, it is always initiated by non-disabled people doing farming, growing chicken and selling chickens and eggs. (Beauty, first interview, 25/03/2013)*

#### **4.6.2 Inefficient communication systems**

Inefficient and inaccessible communication and information systems used by service providers were identified as challenges impeding the mobilising and supporting of disabled youth in the community. Participants said that there are few disabled youth involved:

*Information is not accessible. It is a challenge, and it has been a recent discussion amongst the social workers that they should be trained in signing, because if they come across deaf people, they are unable to communicate with them. (Cebo, second interview, 02/05/2013)*

Participants also identified lack of support and communication from the provincial office in terms of policy implementation, indicators, and evaluation of services rendered:

*We do not have support from the Rehab Provincial Co-ordinator. If we had support from the province to sit down and discuss our indicators... we have never had any quarterly reviews, where we can discuss our performances... there is always empty promises to come back again and call for a meeting. (Beauty, first interview, 25/03/2013)*

#### **4.6.3 Marginalised**

Participants referred to the minimal involvement of disabled youth in the various existing opportunities for skills development and work:

*The number of disabled youth is very small; I do not want to lie. Sometimes it's one disabled person out of the 15 people, and sometimes there is none at all. It is not something that is really emphasised, where you find out that if there is no disabled youth, the project cannot start. (Cebo, second interview, 02/05/2013)*

*They are very few, they are not involved much. (Linda, first interview, 0/05/2013)*

Participants identified certain skills necessary to the facilitation of inclusive skills development of disabled youth, to support and coach disabled youth in initiating self-employment initiatives.

*If I could be equipped with things like learnerships and skilled handwork, it would help a lot, because they [disabled youth] need that. (Beauty, first interview, 25/03/2013)*

*We need training on project management and financial management because we come from different backgrounds in terms of education. Some of us do not have those skills. (Cebo, first interview, 25/03/2013)*

#### **4.6.4 Unclear policy monitoring system**

Participants admitted that they were not aware of disability-related policies, and are not implementing policies in their development programmes:

*It's only the Skills Development Act that I am familiar with, but in terms of what we are doing, we are not following any of those. We do not have any policies that we were told to follow. (Cebo, second interview, 02/05/2013)*

Participants indicated that there is a gap in the implementation of disability-related policies, leading to limited employment of disabled people in the government sector. A participant mentioned that accommodation is currently provided for people disabled while working for government, while efforts in recruiting disabled youth into formal employment have been minimal:

*It is a challenge, because even the working environment is not physically accessible for them. You find out that that policy which says a certain percentage of disabled people should be employed is not implemented and carried out. Each department should have at least one disabled person hired, even if it is a switchboard operator. We should not only accommodate people who got disabled while already working for the government, but to actually employ disabled people. (Beauty, first interview, 25/03/2013)*

Another challenge shared by service providers working with disabled youth was unclear implementation plans and undefined roles relating to policies to bridge the gap, as a result of lack of support on how to implement disability-related policies:

*We do not even have our quarterly meetings to discuss our operational plans so we can know how much do we fit in in order to see how much do we achieve... also our responsibilities, and what we should actually do... If we can get that kind of support. (Beauty, first interview, 25/03/2013)*

A participant mentioned that as a result of limited understanding, they used to have outreach services that focused only on individual therapy:

*The outreach we used to have is in collaboration with therapists from a hospital in [a nearby town], and on these outreach services, nurses would arrange patients for us in the clinics because people do not know about OTs, speech and*

*so on. But we did individual therapy. We do not have any community-based programmes. (Beauty, first interview, 25/03/2013)*

#### **4.6.5 Minimal infrastructure**

Participants spoke of transport challenges impeding their monitoring roles and preventing further support of the existing development projects they are involved in:

*Transport is our main problem because [the district] is one of the biggest districts, and [the] poorest of the poor. We travel a lot and it is difficult, because the roads are bad also. Otherwise we have everything here, except for transport. We are also supposed to visit a project twice a week, but because of scarcity of transport, it is difficult to do that. (Cebo, first interview, 25/03/2013)*

Another participant claimed there was minimal support from the province in terms of the provision of resources such as transport in order to be able to do community and home-based services:

*[A] provincial co-ordinator is supposed to help us and motivate for us to get a vehicle subsidy, because we have to do outreach and go out to visit patients to see their living conditions. (Beauty, first interview, 25/03/2013)*

Another participant referred to inadequate provision of infrastructure for service providers as a challenge for the abilities of service providers to organise and mobilise disabled youth to be able to access services:

*I do not have an office, I share and I do not have any equipment... I do not have a budget for rehab services, so there is a lot lacking... I need more resources. When I was training in Cape Town, there were sheltered employment centres for disabled people, but here in Eastern Cape we do not have those resources. (Beauty, first interview, 25/03/2013)*

#### **Summary of Theme 6: If I could be equipped**

Inadequate awareness, knowledge and skills of services providers were identified as leading to difficulties in facilitating the inclusion of disabled youth in social and economic development opportunities. Also, gaps in communication systems, minimal

understanding of policy implementation, minimal infrastructure and unclear roles were factors influencing how the needs of disabled youth were addressed, if at all. All participants indicated there was minimal involvement of disabled youth.

## **Conclusion**

The chapter analysed the findings of service providers, to explore their capacity to facilitate the participation of disabled youth in social and economic development opportunities. Six themes emerged from the data: the understanding of disability and economic inclusion; visions and strategies to promote the economic inclusion of disabled youth; structures and organised systems for mobilising, participation and communication; roles and skills for enabling access and economic inclusion; mobilisation of resources for economic inclusion; and lastly, the challenges experienced by service providers in attempting to promote the economic inclusion of disabled youth through skills development and employment opportunities.

Chapter Five will report on the perspectives of disabled youth and their families in terms of the skills and abilities of service providers, as well as the support provided to both disabled youth and their families to meet their need for economic inclusion. Families also refer to their skills and ability to assist and support their disabled daughters and sons in becoming economically empowered.

## Chapter Five: Findings of disabled youth and their families

### Introduction

This chapter describes the three themes of disabled youth and their families in relation to the study objectives. In analysing the data of disabled youth and family members, it was evident that they shared the same perceptions as family members and wanted to combine groups for more in depth and collective views. For this reason, the themes were combined in reporting the findings.

### 5. 1 Theme 1: Understanding disability as inability

The theme describes the understanding of disability from the perspective of disabled youth and their families. See Table 5.1 for categories and codes related to the theme.

**Table 5.1: Theme 1**

Themes	Categories	Codes
Understanding disability as inability	<i>Unable to do</i>	<i>Unable to do anything</i> <i>Being sick</i> <i>Those who cannot walk or speak</i> <i>Not progressing at school</i> <i>Looked down upon</i> <i>Inability to work productively</i> <i>Able to do handwork</i>

#### 5.1.1 Unable to do

The youth and family members perceive and understand disability in their context as the inability to do daily activities, including working, walking or speaking, and not progressing at school:

*A person who is disabled is a person who is unable to do anything for him- or herself, who is sick; including those who cannot walk or speak. (Nosakhile, mother, focus group, 24/03/2013)*

*I also have a disability, I was not progressing at school and I also experienced fits... I dropped out at Standard 3 due to not progressing and that is a disability. (Ayanda, disabled youth, focus group, 24/03/2013)*

Other disabled youth referred to the inability to work and being looked down upon as factors associated with having a disability in the community:

*As people who are disabled, we are looked down upon, and only used for purposes of getting votes when it is voting time. (Buhle, disabled youth, focus group, 01/05/2013)*

*I think that we come across as people who are unable to work productively, and we end up believing that. For instance I once lost a job and I was just told that I will be phoned, but till today, that was a lie. It was because of my disability. (Onke, disabled youth, focus group, 01/05/2013)*

Some family members felt that despite these challenges associated with being disabled, their disabled daughters and sons are very good with handwork, but need assistance in enhancing these skills:

*They are able to do handwork, but these skills need to be enhanced through further education and training, which is what we do not have here. They are discriminated against in schools. (Nosiphiwo, mother, focus groups, 01/05/2013)*

### **Summary of theme 1: Understanding disability as inability**

The participants spoke of how having a disability affected them, particularly their schooling, and in learning skills for work. Attitudes and discrimination are factors they felt hinder their children from succeeding in school and at work. The following section looks at the identified goals in relation to the gaining of skills.

### 5.2 Theme 2: Striving for themselves

Participants want to be able to take part and strive for themselves in their own development, but both the disabled youth and their families felt that they still need assistance and support to be able to get there (See Table 5.2 for categories and codes related to Theme 2).

**Table 5.2: Theme 2**

Theme	Categories	Codes
<i>Striving for themselves</i>	Ordinary aspirations	<i>To do what the other children do</i> <i>To be independent</i> <i>Develop in life</i> <i>To finish school</i> <i>To be educated</i> <i>They need to be educated</i>
	Identifying possible opportunities	<i>Able to do handwork</i> <i>Making and fixing roads</i> <i>Cleaning the fields</i> <i>Cutting trees</i> <i>The farming and vegetation</i> <i>Plots for vegetation</i> <i>Sewing and painting</i> <i>Farming cows to sell milk</i> <i>Start growing chicken to sell eggs</i> <i>Government could plough plots</i>

	Accessing financial and social security	<p><i>Try ways of getting money</i></p> <p><i>I could use grant money</i></p> <p><i>If I could access money to start up</i></p> <p><i>Ended up getting a disability grant</i></p> <p><i>Grant is available</i></p> <p><i>Grant is the main form of assistance</i></p> <p><i>We can sell to people</i></p> <p><i>To generate income</i></p> <p><i>I could start selling items</i></p> <p><i>I could only take some grant money</i></p> <p><i>We usually borrow money</i></p> <p><i>Get bursaries for schooling</i></p>
	Being supportive	<p><i>It is important to support them</i></p> <p><i>By supporting them</i></p> <p><i>I could guide her</i></p> <p><i>Advise her to start</i></p> <p><i>To support ourselves</i></p>
	Becoming economically self-empowered	<p><i>They need to be motivated</i></p> <p><i>To strive for themselves</i></p> <p><i>To help themselves</i></p> <p><i>Find help and look</i></p> <p><i>Open opportunities for themselves</i></p> <p><i>Come to help and train youth</i></p> <p><i>Training on starting and managing business</i></p>

### 5.2.1 Ordinary aspirations

Families of disabled youth identified aspirations they would like to be achieved by their disabled sons and daughters. Goals that disabled youth (and their families) would like to accomplish were an inclusive social life, completing their schooling, and gaining skills to be able to support and develop themselves:

*I want to see them able to do handwork, be able to do what the other children do and develop in life. I want my boy to finish school. I want both my children to be independent and be educated. (Nosakhile, mother, focus group, 24/03/2013)*

Mothers of disabled youth identified a need for education, for them to be able to help themselves. Their opinion was that having special schools would address the situation of not having anything to do, and not working as a result of not being educated or skilled. They stated that education is essential:

*They need to be educated as well, and they cannot study with the non-disabled youth because they do not progress at school. There need to be special schools. I would be peaceful if they can get schooling, especially the younger one. (Nosakhile, mother, focus group, 24/03/2013)*

*They need education and they need training for skilled work in order to be able to work, and special schools would help in this regard, as mainstream is not accommodating them. (Nontombi, mother, focus group, 01/02/2013)*

### **5.2.2 Identifying possible opportunities**

This category reflects the nature of work that disabled youth and their families see themselves actually doing, highlighting areas for skills development. Both disabled youth and their families indicated that they needed more resources to support themselves and contribute economically – access to land for farming and vegetation, public works jobs such as cutting trees, cleaning fields, and fixing roads are the desired resources for working and being able to earn an income:

*What I need, the thing is, we do not plough at all here; we want our own land to plough and use that to support ourselves. You need to have money here to get land for farming; if you do not have money, you are out. (Nosakhile, mother, focus group, 24/03/2013)*

All participants agreed on the strategy of approaching people who have land but are not using it, to ‘borrow’ the land for their use. Participants listed opportunities they would create for themselves as financial resources, if they were able to access the starting capital:

*The farming, vegetation; cleaning the fields and cutting trees; fixing of roads  
(Ayanda and Nosisa, disabled youth, focus group, 24/03/2013)*

Participants shared strategies on how grant money could be used to initiate small businesses, as an experiment. ‘Sewing’ and ‘raising chickens’ were also identified as possibilities for gaining economic freedom:

*I could start selling items from home, buy a fridge and sell drinks, meat and so on. If it goes well and grows, opportunities could be opened there as I could then start farming chickens and other things. The government could plough plots for us and then we manage this and end up selling. We also need training for this area (Nosakhile, mother, focus group, 24/03/2013)*

The disabled explained that the work they see themselves doing would create business opportunities, with a wide range of markets in their community:

*I would say sewing could be another business opportunity here ... we can sell to people to generate money. We can sew school uniforms, traditional wear and church uniforms, as this can be sold quickly here. (Nosisa, disabled youth, focus group, 01/05/2013)*

*I would say painting and farming cows in order to sell milk. Milking is a very good business opportunity. (Onke, disabled youth, focus group, 01/02/2013)*

Other disabled youth and families laid emphasis on growing vegetables, particularly cabbage, potatoes and tomatoes, as they felt that these could be sold quickly. The next category reflects their thinking concerning accessing financial assistance for the opportunities they identified.

### **5.2.3 Accessing financial assistance and social security**

Both disabled youth and their families pointed out a need for them to find ways of accessing financial assistance; and that grant money is one possible opportunity which could assist them in dealing with financial constraints by starting small to generate more. But even though using grant money was the only possibility, participants indicated that it was, simultaneously, too little to use:

*I could try ways of getting money... I could use the grant money to start a business.... (Nosisa, disabled youth, focus group, 24/03/2013)*

The grant was identified as the main financial resource available for disabled youth and their families:

*It is mainly the grant that is available here in Cofimvaba, which is what helps people live. (Ayanda, disabled youth, focus group, 24/03/2013)*

*It is very difficult because we are all dependent on the grant; it's the main form of assistance we get... I am staying with children who are both disabled and they are both not working, have both dropped out of school. My son ended up getting a disability grant. (Nosakhile, mother, focus group, 24/03/2013)*

Families of disabled youth stated that they usually borrow finances from other community members as means of finding financial support to make a living. In their opinion, having starting capital together with the grant money could enable them to start a business. They also desire financial support for schooling but do not know how to go about accessing it:

*We usually borrow money from other community members and return it on pay day... Maybe if I can have a capital, I could only take some money from the grants and then start a business... My wish is for them [disabled daughter and son] to be assisted by government to get bursaries for schooling. (Nosakhile, mother, focus group, 24/03/2013)*

The families of disabled youth reported inadequate awareness of and information about services in the community that provide financial assistance; they are unaware of financial support provided by service providers in Cofimvaba:

*I do not know where and how to get further assistance towards capital... We do not know about any other places that help financially for us to start businesses, no-one has ever told us about that, which is why we do not know. We have not seen such places ... we have not received any help or advice from there [clinics and hospitals]. (Nosakhile, mother, first focus group, 24/03/2013)*

The State grant was identified as the main source of financial support. But participants noted the lack of transformation, and the need for government to provide financial

support in terms of capital in addition to the grant, to assist with community development initiatives. One mother said:

*The grant is the main thing that our children get, there is no development at all... financial constraint is the reason why most things do not happen. The government should help us with capital or loans. (Nosakhile, mother, focus group, 24/03/2013)*

#### **5.2.4 Being supportive**

Families of disabled youth emphasised the significance and importance of supporting and assisting disabled youth in participating in their occupation of choice, as they are able (and currently managing) to do. Another mother stated

*We assist them by supporting them in what they want and need to do, and helping them with the work they do. For instance, if there is a garden at home, we can assist them in creating a plot – even if it is small – at home, and see how that will turn out. (Nontombi, mother, focus group, 01/05/2013)*

Nosakhile also said that if she was capable of and knowledgeable about starting her own business, she would be able to assist her disabled daughter through providing guidance and advice to start the same project, and they could then support themselves:

*I could guide her and advise her to start the same business until it develops as well. (Nosakhile, mother, focus group, 24/03/2013)*

#### **5.2.5 Becoming economically self-empowered**

Families of disabled youth said that disabled youth need encouragement to make an effort to look for opportunities and start up self-owned businesses in their own communities. They complained that due to inaccessible or a lack of opportunities in their communities, they move to other cities to look for work. Therefore, the availability of support and information were identified as necessities for disabled youth to take opportunities for themselves to contribute to the economic development of their own communities:

*They need to be motivated to strive for themselves, find help and look for opportunities, and even open opportunities for themselves so that they can stay in their communities and develop. (Nosakhile, mother, focus group, 24/03/2013)*

To be able to take advantage of the opportunities identified, participants saw a need for assistance from government structures in the initiation, organisation and management of their own development:

*There need to be people who specifically come to help and train youth on how to manage and start specific initiatives, so that the youth can be able to carry on without outside help to develop them... (Nosakhile, mother, focus group, 24/03/2013)*

Similarly, a father also shared the need for leaders who could equip them with skills to become economically empowered in initiating entrepreneurial ventures, managing these, and handling money to develop even further:

*There is no-one to even advise us on how to start those initiatives, there is no-one to advise us and enable us to succeed. There is a project here but we do not know who is helping them, we just saw a project going on. We need people to advise and train us and that is what we need to empower ourselves as families of disabled children. We need to be assisted. (Bobisa, father, focus group, 01/05/2013)*

## **Summary of Theme 2: Striving for themselves**

Achieving ordinary aspirations, identifying possible opportunities, accessing financial assistance and social security, being supportive and becoming economically self-empowered were identified as goals that disabled youth and their families would like to accomplish to be able to develop themselves and contribute economically to family and community development. The next theme looks at disabled youth and their families' information about and awareness of services and support from service providers.

### **5.3 Theme 3: We have not received any help**

This theme identifies the gaps in information and awareness of services and opportunities hindering access to skills development and work for disabled youth. See Table 5.3 for categories and codes identified from data.

**Table 5.3: Theme 3**

Theme	Categories	Codes
<i>We have not received any help</i>	Identifying potential stakeholders	<p><i>The Municipality could play a role</i></p> <p><i>Government should help us</i></p> <p><i>Places that help us financially</i></p> <p><i>There could be jobs</i></p> <p><i>Like cleaning roads</i></p> <p><i>Create jobs for youth</i></p> <p><i>I do not know where</i></p> <p><i>We do not know how</i></p> <p><i>No one has ever told us</i></p> <p><i>We have not seen such places [for financial assistance]</i></p>
	<i>You have to be known</i>	<p><i>There is bias and unfairness</i></p> <p><i>You do not benefit</i></p> <p><i>Not making big announcements</i></p> <p><i>It's the same people</i></p> <p><i>Not the whole community</i></p> <p><i>People choose people they know</i></p> <p><i>Informing people they in favour</i></p>
		<i>There is no development</i>

Theme	Categories	Codes
	Feeling despair	<i>It is difficult to get job opportunities</i> <i>There is nothing</i> <i>Most things do not happen</i> <i>We have not tried initiating</i> <i>We do not know how</i> <i>I do not know how</i> <i>Youth is not doing anything</i>
	Inaccessible services	<i>They wanted people to pay</i> <i>People could not access this [training]</i> <i>School rejects us</i> <i>It has not helped me [computer training]</i> <i>We do not know where Social Development is</i>

### 5.3.1 Identifying potential stakeholders

Participants identified stakeholders they see as possible sources of support. Families of disabled youth reported that the minimal engagement of youth is a result of the scarcity of job opportunities in the area. Having said that, the families recognised the local government – the Municipality and its structures [Counsellor and ward committee] – as potential stakeholders who could play a role in creating jobs for youth:

*If there could be job opportunities it would be better because not having jobs is the reason why our youth is not doing anything and having nothing to do... I think the Municipality could play a role in creating jobs like cleaning roads and opening other jobs. Starting up projects where people can sell their products... the*

*counsellor should create jobs for youth. There is no disabled youth employed here and there is nothing on skills training. (Nosakhile, mother, focus group, 24/03/2013)*

Participants stated that what they need is leaders who can be trustworthy and work collaboratively with them in order for them to access relevant information; then participants could approach them for assistance and support:

*With regard to disability grants, we get advice from nurses, but when it comes to jobs, there is no communication and information at all about jobs between us and the leaders. But here we have traditional leadership as well so they [municipal structures/counsellors] know that some things we hear from the chief, and he has a right too, to make decisions. (Bobisa, father, focus group, 01/05/2013)*

The chief was identified as a trusted leader with whom they prefer working:

*What would help is working with the chief; and they will follow, when they see that we are doing something with the chief. These opportunities are not unavailable, but the government leaders are not honest in sharing information. (Buhle, disabled youth, focus group, 01/05/2013)*

### **5.3.2 You have to be known**

This category refers to bias as a factor hindering equal access to skills development and employment opportunities. Some disabled youth acknowledged that in cases where opportunities are available, they are aware of the kind of jobs they could participate in; but they cannot access these jobs, as preference for others, or favouritism, takes place in the community:

*There are also jobs and programmes, but there is bias and unfairness going on. People choose the people they know and are close to. These jobs include making and fixing roads and other jobs... They call meetings only informing the people they are in favour of, they do not make big announcements to everyone. (Ayanda, disabled youth, focus group, 24/03/2013)*

Another participant also reported ineffective communication and information strategies employed by the community committees. Their experience is that the use of current strategies puts some people at an advantage, and others [the minority group, including disabled youth and their families] at a disadvantage, in terms of accessing opportunities and information. Participants say it is a matter of being known by those in power:

*There are jobs, but it is the same people who are benefiting, not the whole community evenly. You have to be known by the local government people, to be able to get these jobs. If you are not known, you do not benefit. (Nosisa, disabled youth, focus group, 24/03/2013)*

*There are a lot of jobs from the Municipality, people call their close people and even when you ask, the people who have got the jobs will not give you all the details when you ask. (Nontombi, mother, focus group, 01/05/2013)*

*The communication here goes like this: the councillor gets information from the Municipality and will disseminate to the ward councillors, and they should distribute to us; but that is not happening. You will just see people working all of a sudden. People will tell you that 'I just received a call that said I must go to work'. (Bobisa, father, focus group, 01/05/2013)*

### **5.3.3 Feeling despair**

This category encompasses the feelings of despondency experienced by disabled youth, from not being able to access financial assistance, support and jobs. Families of disabled youth claim these feelings result from the minimal knowledge, skills and support received from service providers, as well as from financial constraints. Other disabled youth shared the following:

*It is difficult to get jobs here for everyone... It is the same as not having jobs at all; people then resort to starting their own small businesses, but the main problem here is the lack of starting capital. (Nosisa, disabled youth, focus group, 24/03/2013)*

Families of disabled youth also felt uninformed and incompetent in terms of how to initiate small businesses to support themselves and their disabled sons and daughters. They also had limited confidence in the success of their initiatives:

*We have not tried to start our own businesses... we have not started it, and we do not know how to start, and how it would turn out if we could start it.*  
*(Nosakhile, mother, focus group, 24/03/2013)*

#### **5.3.4 Inaccessible services**

This category covers the perspective of disabled youth and their families regarding services that are available, but inaccessible to them. Families of disabled youth consider schooling for their disabled daughters and sons to be inaccessible. They felt that disabled youth drop out of mainstream schooling because they cannot progress as their peers do. There are limited 'special' schools to which they could send their children. Even those may be inaccessible, as admission systems categorise schools based on types of impairment, which further impedes access:

*The school rejects admitting, the other school... I was told that they only take those who cannot speak. So he can speak, he could join that special school.*  
*(Nosakhile, mother, focus group, 24/03/2013)*

Additionally, disabled youth reported lack of access to learnerships or skills training, due to financial constraints. Participants who had managed to complete a particular course could not access relevant job opportunities:

*There was once training advertised, but they wanted people to pay money. Because of not having money, people could not access this. So it is low because of the financial barrier. I once did computer training, but it has not helped me... there are no jobs requiring people with computer skills. (Nosisa, interview 1, 24/03/2013)*

The participants reported that they do not know where the Departments of Social Development and Agriculture are, and are unaware of the services they provide.

### **Conclusion of Theme 3: We have not received any help**

Identifying potential stakeholders, being known, feeling despair and inaccessible services were identified as factors preventing disabled youth and their families from accessing skills development and work. Again, participants felt that being assisted financially and gaining skills in process initiation would enable them to contribute to their own economic development.

### **Conclusion**

*Being unable to do, striving for themselves and we have not received any help* were the themes identified from the data of disabled youth and their families. Accessing financial resources, receiving relevant information and gaining skills were identified as potential opportunities required by both disabled youth and their families in order to become empowered economically. The next chapter discusses the findings from Chapters Four and Five together, to draw conclusions on the capacity factors influencing the participation of disabled youth and their families in economic development opportunities to enable livelihoods.

## Chapter Six: Discussion and Recommendations

### Introduction

The CBR Guidelines provide a critical framework and strategy for the adoption of rural community development by all development workers. This is intended to foster the participation of disabled youth and their families, and to challenge existing inequalities, group identities and differences; as well as to raise the self-esteem of currently devalued groups, to build confidence to act. The five elements of the Livelihood component of the CBR Guidelines (WHO, 2010) are relevant to reconciling the enhancement of abilities, and support as a vehicle for disabled youth and their families to gain livelihoods.

This chapter discusses the findings for service providers and the findings for disabled youth with their families, together. Three themes are explored:

- First, enhancing abilities and support for disability-inclusive economic development, which involves collaboration between service providers and the families of disabled youth;
- Second, making services and systems inclusive promotes strategies for a radical shift towards ensuring accessible information and communication;
- Third, generating synergy for building reciprocal agency, which brings the first two themes together through strategies of transformational leadership and building trust among stakeholders, in order to facilitate the social and economic inclusion of disabled youth.

These key themes are integral to the strength of working together to create equal opportunities that promote the inclusion of disabled youth in economic development.

Recommendations are integrated in each theme.

## **6.1 Theme 1: Enhancing abilities and support for disability-inclusive economic development**

This theme explores the understanding of service providers and families of disabled youth and their attitude and approach to disability-inclusive economic development. The discussion commences by demonstrating the need for a two-pronged approach to addressing disabled-youth economic inclusion. The findings reveal a focus on impairment, with little attention paid to a barrier-free environment. Removing barriers to participation is a skill that service providers need. Thus, this section highlights the impairment focus as a barrier to economic inclusion, and the disability grant and skills development as tools for removing barriers.

It was shown that disabled youth and their families perceive disability as inability. This may be because the prevailing discriminatory attitudes, marginalisation and experiences of despair have led to occupational disengagement – the lack of engagement in occupations due to a loss of the meaning derived from previously enjoyed occupations (Krupa, Fossey, Anthony, Brown & Pitts, 2009). ‘Occupations’ refer to the ordinary, everyday things that people do to meet their various needs, interests and aspirations (Watson & Fourie, 2004). Exclusion on the basis of disability has had a profound effect on the self-esteem and confidence of disabled youth and their families, making them think they are incapable and incompetent. These experiences of exclusion, and of being deprived of opportunities to access education, training and work have affirmed the belief of disabled youth of *being unable to do anything*; they grow up believing themselves to be worthless, creating major barriers to their development. Service providers have taken little account of disabled people and their families, thus excluding them from communal activities. This experience is what actually disables people (Journal entry, 05/05/2013).

This argument was confirmed by WHO (2010), which states that many disabled people experience feelings of disempowerment; they feel unable to do anything to change their lives, they feel worthless and incapable due to negative attitudes and exclusion. Other factors influencing capacity are inadequate support from family (due to safety and

security concerns), unwillingness, passiveness, and the degree of stress encountered, as discussed in Chapter Two (Dos Santos, 2011; Lorenzo, Mokgoloboto, Cois & Nwanze, 2012). Building up skills and knowledge could help disabled youth and their families gain confidence and self-esteem, which are important for empowerment. Therefore, disabled youth and their families need a range of skills and knowledge to enable them to participate in and contribute meaningfully to their communities, and to speak out for themselves (WHO, 2010).

Meyiwa (2010) argues that family members also face enormous challenges when supporting their disabled children in accessing employment; they may be unemployed themselves, semi-literate, excluded by their communities, and isolated from their extended families. The despair experienced by these families was not from having a child with a disability, but a result of the negative attitude from and marginalisation by the community, particularly their leaders [of the ward-based municipal structures] – the potential stakeholders that disabled youth and their families identify as primary sources of support, and as having a role in enabling them to access information on development opportunities. WHO (2010) states that negative attitudes lead disabled people and their families to feel disempowered and incapable.

Families of disabled youth see their role as supporting and assisting their disabled daughters and sons in developing themselves. However, their ability to fulfil this role is influenced not only by the availability of material and financial resources; but also by their inadequate skills, knowledge and information about development opportunities and support services – as well as by limited self-confidence. Meyiwa (2010) found similar results, and argued that minimal knowledge and information about opportunities, and lack of the necessary skills (such as advocacy skills), leadership, confidence and support from government could limit the abilities of families to support their young disabled persons in accessing opportunities. There is a critical need for support to enable and empower families to contribute to the development of their children (Journal entry, 14/06/2013).

In contrast, the service providers from the four sectors studied perceived disabled youth as capable. However, they have limited and inefficient approaches to inclusive economic development. Service providers' tendency to stereotype impacts on their skills and abilities to facilitate inclusion; their assumptions in identifying specific jobs that they perceive to be most appropriate for disabled youth (such as being switchboard operators) perpetuates the marginalisation experienced. The impact of attitudinal barriers is also seen in a study on people with mental illness who experience employment discrimination. In this study, Stuart (2006) argues that attitudinal barriers impact significantly on the participation of disabled people in the open labour market. Similarly, Johannsmeier (2007), Lorenzo et al (2013) and Cramm et al (2012) all found that negative attitudes of teachers or parents may prevent a child from attending school, and the resulting lack of education will in turn affect employment prospects.

The findings revealed that families of disabled youth also experience exclusion, in that they are not accessing and participating in the same, equal opportunities as everyone else in the community. This exclusion was reflected in inequities related to access to information, activities and services, which marginalises and disempowers these families and disabled youth. Also, the structures and systems need to be adapted in order to be effective and coherent for disabled youth and their families. This will cause families to feel more confident in their own skills in accessing and advocating for better services. As Grut et al (2009) have argued, services in rural communities should be based on the people's perspectives, taking into consideration the needs, resources and abilities of the family group. Service providers who present economic development programmes should target families of disabled youth as a priority, and be supportive through basic training and skills development in self-employment. Focusing on this perspective requires the integration of the skills of service providers with the skills of the disabled and their families, to enhance support of each other's abilities at community level (Grut et al, 2009). Through this process, all will be empowered. Through empowering other people, service providers also empower themselves (explored further in Theme Three).

What emerged from the data is that despite what appear to be barriers, and limited understanding of disability as inability, disabled youth and their families still shared a positive vision of the opportunities for work and skills development in their own occupational potential and occupational choice. 'Occupational choice' is the application of choice to participation in occupations (Galvaan, 2010). 'Occupational potential' refers to people's capacity and opportunity to do what they are required and have opportunity to do, to become who they have the potential to be (Wicks, 2005). This construct is a complex phenomenon that develops gradually over time, and is influenced by both personal and environmental factors. Service providers must recognise the tensions that the different systems exert on disabled youth and their families, hindering their engagement and the notion of becoming. At the same time, skills to guide parents and service providers to identify potential could play a significant role in facilitating participation of disabled youth in employment and skills development opportunities.

It was evident that service providers' understanding of disability was predominantly impairment-focused; often the functional capabilities and limitations of disabled youth were perceived as a result of (and dependent on) the different types of impairment, rather than attitudinal and environmental factors. Only one participant (from local government/Municipality) agreed to some degree that his perception of disability was that environmental restrictions deprive disabled people from engaging in their desired occupations of choice.

Albert and Harrison (2006: 58) define 'policy evaporation' as "the problem of implementation and impact failing to reflect policy commitments as policy vanished somewhere between the organisational chain from formulation through adoption to implementation". The limited understanding of disability as an issue of human rights and social justice could also explain the reported challenge of *not knowing where to fit in*, and of having few disabled youth participating and accessing the available development projects in the community. There is a difference between what people say they do and

the actual doing; and there is a clear disjuncture between the policy aspirations and the reality of minimal implementation, regarding the social inclusion of disabled youth. As a result, the findings reveal that *merely encouraging* disabled youth to participate is the only approach perceived to be feasible in promoting social inclusion. From the interviews, it appears that there is a gap between what is known and what is done.

Dube (2006) identified various reasons for poor implementation of disability-related policy at different levels of government; namely limited conceptual understanding, poor championship, inadequate arrangements, and general lack of capacity. Inclusion of disability issues into government strategies for skills development, education and employment should be addressed systematically. It seems that programme managers do not have a comprehensive understanding of how to monitor economic inclusion, and appear not to have the capacity to mobilise disabled youth to participate in new or existing programmes, despite their competence in understanding policy aspirations (Journal entry, 12/05/2013).

It is worth noting that even though the service providers understood disability to be about impairment, their approaches also addressed environmental barriers, through making physical structures accessible. The other participants – particularly wheelchair users – were more aware of physical impairments, and only explored the other forms of impairment if they were introduced by others. Thus, there seems to be a gap in service providers' competency in recognising psycho-social, intellectual and sensory impairments, which are less visible than physical impairments. In addition, service providers need to understand the cultural, social, political and economic factors of disability, in order to facilitate the economic development of disabled youth from a more inclusive and holistic approach.

Promoting inclusion appears to be influenced by the perceptions and beliefs of service providers about a particular type of impairment. Their beliefs weaken their capacity to facilitate inclusion and create equal opportunities for all youth – without further

categorising, but viewing inclusion from a human rights perspective. Kumurenzi (2011) records similar findings in the Western Cape, where many disability and rehabilitation services seem to operate using an individual, impairment approach. This links to the earlier discussion relating to the stereotyping attitudes of service providers; inadequate understanding of disability and the values of the disabled further disadvantage disabled youth and their families. Some service providers in this study perceived disabled youth as not wanting to engage in community projects. The perception reinforces the reasoning behind the individual model, which states that disabled people are weak, helpless and dependent on charity or professionals, needing care all the time (Terzi, 2004). This perception was often the reason service providers did not mobilise disabled youth.

In illustrating the influence of the perceptions of service providers on their capacity to facilitate economic inclusion, the findings report that intellectually disabled youth were viewed as the most productive, particularly in handwork; but not in executive or managerial work; physically disabled youth – especially quadriplegics – were perceived as unemployable. This perception was a contributing factor in whether participation is facilitated or not in gaining skills and work. It also meant that economic inclusion was merely facilitated in designated jobs. The argument supports the assertion that any restriction of activity or social disadvantage that the individual confronts is deemed to be the inevitable consequence of the impairment (Thomas, 2002, cited in Hammell, 2006). Service providers need to be trained on disability-inclusive development, to enhance their capacity to facilitate development using a human rights and equal opportunities approach.

The service providers associated the limited participation of disabled youth in the community projects with their limited motivation, which in their opinion stems from a sense of security because of receiving the State grant. Yet disabled youth and their families had positive perceptions about their disability grant; they viewed it as a positive enabler for entrepreneurship opportunities. Similarly, studies conducted in Cape Town

received different responses about links between the disability grant and level of participation. In the studies of disabled-community entrepreneurs, the disability grant was seen as a positive enabler, as it was a starting point; for example, for buying seeds (Lorenzo, Van Niekerk & Mdlokolo, 2007; Van Niekerk, Lorenzo & Mdlokolo, 2006).

There is a need for curriculum changes in the training of professionals (Lorenzo & Cramm, 2012). There is little time spent or focus on disability, the livelihood of disabled youth and their families, or economic inclusion approaches by service providers. This has led to a major gap between disabled youth and others in relation to gaining livelihood, access to work and skills development on an equal basis. There is a need to focus on these elements, to assist disabled youth to live dignified lives and contribute economically to their families and community. In terms of policy implementation, more emphasis needs to be placed on the facilitation of equal opportunities; the creation of enabling environments by removing attitudinal, informational, and physical barriers; and on recognising the complex interaction of the factors of disability, to provide a more holistic perspective on working with disabled youth.

Various authors confirm that the concept of 'delivery' makes people believe that their development is a product of receiving, rather than a result of their own agency, leading to disempowerment (Lorenzo et al, 2007; Ramphela, 2008). Disabled youth and their families also need to start shifting their mindset, from being passive receivers to active contributors. This requires them to get out of their 'victim' role and comfort zone, realise their abilities, mobilise themselves, and ask for help, to be able to overcome attitudinal and institutional barriers. Using the CBR Empowerment Component (WHO, 2010) could facilitate this process through raising awareness, providing information, building capacity and encouraging participation, which could lead to greater control and decision-making power. Changing the culture of waiting and receiving has been shown to economically empower disabled entrepreneurs in informal settlements in Cape Town, through understanding that development is a product of struggle by the people (Lorenzo et al, 2007).

Additionally, the findings indicate there is minimal awareness of social mobilisation and advocacy strategies for enabling disabled youth to become aware of their opportunities, potential, skills and ability to change their lives. Lorenzo (2005) asserts that by assisting disabled women to become more active and competent participants in their own development, they have the potential to make a significant impact on their families and on community developments. The same applies to disabled youth, as they are young, active, and have the potential to contribute to community development. This 'enablement' approach could be a catalyst for empowerment; disabled youth could become agents of their own change. In studies conducted in Cape Town, action research among disabled women in Khayelitsha showed the benefits of self-advocacy skills and mobilisation in empowering women to take more control of their own lives (Lorenzo, 2005). The extension officers, community development workers and local-government public structures in Cofimvaba need to play a role and be equipped with skills in relation to mobilising, organising and supporting disabled youth and their families in the planning and implementation of self-help projects (Journal entry, 05/05/2013).

In the discussions of disabled youth on vision and strategies, they see themselves achieving aspirations related to self and waged employment, skills development, access to financial services, and social protection. Nevertheless, there appears to be a link between education, livelihood and social components in their ordinary aspirations, with 'empowerment' cutting across all these components. For instance, *doing what the other youth do, be independent, to finish school and be educated, to develop in life, forming relationships and support networks* were identified as essential desires. Similarly, the vision from service providers of *building confidence, self-reliance, and fighting poverty* are all goals of inclusive development (Cramm et al, 2013). A criticism of the CBR Guidelines revealed by this study is that they are not indigenized; as service providers, we need to embrace CBR through assisting people from their own and each others' experiences to facilitate the process of deeper learning. Reeler (2007) argues that

without independence in learning and thinking, any notion of indigenous self-governance and social interdependence is impossible.

These visions related to participating in work and gaining skills represent needs: to be useful, to contribute to the community, to have a sense of belonging and earn a living. The visions of service providers relate well to these needs, but there are no effective strategies for achieving them. A usable strategy would promote participation, but also assist disabled youth and their families to take responsibility of their own development.

From the interviews, it appears that access of women and youth is often used as inclusive access for the disabled youth- but it is often a misrepresentation of reality as it does not seem to be implemented as such. Service providers claim to be doing what people want, but this is not the perception of disabled youth and their families; they often do not know what is happening, and their needs are not met (Journal entry, 10/05/2013). It is essential for service providers to link their strategies for economic inclusion to what is perceived as important and needed by disabled youth and their families. This linkage can be achieved through providing support for and establishing relationships with the people benefiting from these services. This will also enable service providers to introduce strategies to address the need for participation. Current findings suggest that service providers are unable to come up with strategies for the economic inclusion of disabled youth – even though their vision and that of the youth are related. The reason is probably their attitude, which is based on their assumptions about why disabled youth are not participating. Seeing disabled youth working increases the awareness of disabled people as capable and as equally contributing members of society (Lorenzo et al, 2007). Disabled youth and families want to be equal contributing members to family and communal life. Service providers across sectors could be more sensitive, and realise the potential of disabled youth.

Service providers need to change their attitude, from labelling disabled youth ‘inactive’ and ‘demotivated’, to an enabling attitude that promotes inclusion and equality in the

socio-economic empowerment of disabled youth. A feasible attitude-changing strategy would be to engage service providers in transformative processes to help heal divisions (Ramphele, 2012). They should also be helped to confront the culture that alienates. This process may help to birth a new kind of leadership and culture, resulting in fertile ground for economic development projects that enhance projectable change (Reeler, 2007).

#### **6.1.1 Recommendations for Theme 1**

In this section, I propose five recommendations for shifting the thinking about disability and encouraging a two-pronged approach to the economic inclusion of disabled youth:

1. Further training and workshops on monitoring disability inclusion are needed to promote a broader understanding of and sensitisation to disability, and the understanding of mainstreaming disability.
2. Service providers must build consensus on the visions and strategies disabled youth use and propose to promote economic inclusion and equal opportunities.
3. Dialogue must happen between service providers and disabled youth and their families, to recognise people's potential and encourage reciprocity of ideas regarding how to bring about the desired change.
4. All sectors need to accept the concept of equality in order for the rights and responsibilities of disabled youth to become a reality.
5. Further research could be done on how service providers' strategies are focusing on helping disabled youth to realise the Millennium Development Goals. Also, what changes are service providers making in promoting disabled youth's quality of life?

#### **6.2 Theme 2: Making services and systems inclusive**

This theme discusses the findings of this study relating to ensuring inclusive systems and services by making information and communication accessible. I begin by

discussing the existing structures and services, and the awareness of disabled youth of the potential of these for their development.

The ICF Environmental Factor on ‘services, systems and policies’ provides a useful framework for interpreting the findings regarding the programmes and resources that service providers mentioned, and that disabled youth and their families aspire to access and participate in. Service providers reported on existing structures and systems established for the use of the community; for instance, the Municipality has its own ward-based structures consisting of the counsellors, community- or ward-based forums, and disabled forums. The Department of Social Development has community development workers allocated per ward to raise awareness of available services and monitor existing development projects. The Department of Agriculture has extension officers, also allocated per ward. The Department of Health works closely with the clinics and health workers to ensure that people can access the necessary services and assistive devices, and to identify people needing individual therapy.

All these structures work closely with the councillors, as they must sign every project into existence. Interestingly, many disabled youth and their families were unaware of these services that they could access.

Similar findings were that accessibility to public services, facilities and activities was compromised by insufficient information, inaccessible transport, financial constraints and unsuitable geographical location (Lorenzo et al, 2012). In addition, absence of knowledge about the availability and use of services is a major barrier to accessing socio-economic and development opportunities in order to cultivate responsible citizenship. The study shows the power of information, and how the provision of information could actually ensure that disabled youth are better equipped to take advantage of the available opportunities and services for their development. Having the relevant information is essential for people to take action effectively, and to hold leaders

accountable (WHO, 2010). (The aspect of accountability will be discussed further in Theme 3.)

The next sections explore the different services and systems in depth, with specific focus on education and skills, financial assistance, social security grants, information and communication, and transport.

Firstly, inadequate access to education and training for skills development was identified as a barrier to disability-inclusive economic development. Disabled youth and their families identified inaccessible schools and learnership programmes in their communities, which exacerbate the problem of exclusion of disabled youth from skills-development opportunities that would enable them to contribute to their own development. This finding highlights the difficulties experienced in the retention and transition of disabled youth from basic education to further education and training colleges or universities. There is a need for collaboration between the Departments of Basic Education and Higher Education and Training, and the Department of Social Development and Public Works, who offer the learnerships, so that there is seamless transition from schooling to work for disabled youth. Utilising the existing community platforms highlighted by service providers effectively as assets could add value as well as strengthen this collaboration between sectors and community (Journal entry, 04/05/2013). This strategy would enable their families to plan so that the disabled youth can make an active contribution to their own economic development and the livelihoods of their families. Lorenzo et al (2013) support this assertion, stating that the key to improving the overall socio-economic condition of disabled youth is improved retention success in basic education. Disabled youth can have access to other livelihood assets, with minimal limitations, through regular access to secondary and higher education; which usually leads to skills development and better career prospects. Access to quality basic education could facilitate transition and access to higher education and training institutions and therefore promote better employment opportunities.

The difficulty that parents face in accessing education is that mainstream schools are seen as hostile and unsafe (McKenzie, 2009). Findings in this study were similar; the families of disabled youth appear to prefer sending them to ‘special’ schools, as there is minimal integration and inclusive education for them in mainstream schooling; they face discrimination, ridicule and scorn from both teachers and learners. Similar results were found in a study conducted in the Eastern Cape on constructing the intellectually disabled person as a subject for education. In her study, McKenzie (2009) found that parents perceive their disabled children to be better off in ‘special’ schools because safety and happiness for disabled people is not well served in the mainstream, as other children laugh at them. But this preference is only feasible if these schools are available. McKenzie (2009) argues that because of inadequate community support and the limited capacity of the mainstream to accommodate disabled youth, the importance of family and special schools is increased. Parents want inclusion – as long as their children’s needs can be met. Correcting hostility could be one step parents need to take to support inclusive education.

In this study, disabled youth and their families reported that they do not get adequate support in the community or in schools. Most drop out of school because they don’t progress as well as other learners. As a result, low levels of education are an additional barrier to accessing skills development opportunities such as learnerships and employment. Also, the lack of access to admission systems for learnerships limits opportunities for full-time employment. McKenzie (2009) asserts that the community is not a resource, and people with intellectual disability are not being educated for full participation in the community; nor are they expected to work in the community. For those who do access schooling, the skills they acquire are not intended to prepare them for employment.

There is evidence from the findings that parents of disabled youth have limited knowledge about rights to inclusion, and equal opportunities. Choice for disabled youth and families in this regard, to attain inclusive education and meet their aspiration of

being able to engage in what other learners engage in, is limited. Meyiwa (2010) found evidence of mothers' insufficient awareness of children's rights when discussing mainstream schooling. This could explain why most parents feel inadequate, and why their children face discriminatory and excluding systems at school. It is evident that inclusion practices in school systems are perceived as contributing to achieving social inclusion, and sensitising or mainstreaming disability in communities (Journal entry, 14/06/2013).

Another factor playing a role on the exclusion of disabled youth in accessing education and skills is lack of financial assistance. Both disabled youth and their families had minimal awareness of services providing financial assistance. However, service providers pointed out that they do assist youth and women financially towards their development programmes. The findings indicate inadequate awareness of and information about opportunities, and a lack of collaboration between service providers, disabled youth and their families. Meyiwa (2010) states that the poor level of awareness of available opportunities and programmes could be turned around to change the situation for the better. With increased awareness and more accessible systems, disabled people and their families could take advantage of and benefit from the opportunities available to them. Another example of a financial constraint is the insufficient provision for the needs of disabled youth in schools and the training sector. Even fees at special schools are more expensive than mainstream schools, meaning it is more expensive for parents to educate disabled children (McKenzie, 2009).

There is recognition of the need to learn to create proper systems and structures to make disability-inclusive opportunities available, to address economic empowerment and inclusion (Sipuka, 2011). Financial assistance must be made accessible by adapting the current ineffective government and bank structures, and putting systems in place for youth and women to access financial assistance. Youth in general are required by the Department of Social Development to have achieved some expectations before being granted funding. This model dictates that disabled youth must have grouped

themselves as per the required number, have an active existing project, and then approach the Department of Social Development with a business proposal to apply for funding. These requirements hinder the economic participation of disabled youth before they have started, as they do not have any experience and skills in business and feel they lack the capacity to mobilise themselves.

Studies conducted in Khayelitsha showed the benefits of the empowerment process; how it supports, promotes and facilitates active mobilisation of disabled women (Lorenzo, 2001 & 2005). The participants in this study agreed that they could benefit from such measures. This system is currently ineffective; in addition to their inadequate skills, disabled youth and their families appeared not to know of this funding opportunity. So, they are unable to act on it, benefit from it or make informed, rational decisions. Dissemination of information and effective communication could increase the capacity of disabled youth to effectively support themselves by accessing funding opportunities, as Meyiwa (2010) also asserts.

There is a huge problem with communicating information to disabled youth and their families felt that information is being disseminated to specific people only, and not to the whole community. They were well informed about the social security grants, which are the most accessible financial resource for them. Studies conducted in the Eastern Cape and Western Cape on disability and poverty also found that the majority of disabled people requiring social support are able to access disability grants (Loeb et al, 2008; Jelsma et al, 2008). The systems for disseminating information about security grants appear to be working well, and could be used to disseminate information about other development opportunities, such as funding, training and employment. This strategy would ensure that disabled people are afforded access to services which would increase their self-reliance and make the grants themselves redundant (Loeb et al, 2008).

These systems influence the process of ensuring that disabled youth and their families are informed about the resources and services or support available to them (Journal entry, 31/05/2013). This information includes how to access these financial resources. It is essential that service providers – particularly community and development workers – organise and mobilise disabled youth to access financial resources and participate in skills development and work opportunities. Financial resources seem to be available from the various departments; but disabled people and their families are uninformed (Journal entry, 05/05/2013).

Disabled youth and their families perceived the system for using local-government structures to be ineffective, due to experiences that did not address their needs equally as a community. They indicated a preference for the traditional ways of communicating, starting with the Chief calling a community gathering. Disabled youth and their families seem to trust the traditional ways and structures of communicating, perceiving them as more effective than the municipal structures, which are perceived to be biased and devaluing disabled youth and their families. They trust the Chief more than the local government structures (which will be explained further in Theme 3). Cognisance must be taken of the indigenous or traditional ways of disseminating and communicating to people (Journal entry, 02/05/2013). The key problem in the municipal systems which are politically dominating is the disrespectful attitudes and practices of counsellors, serving disadvantaged groups with inadequate transparency when distributing relevant information on available opportunities for work.

Owusu-Ansah and Mji (2013) state that to be meaningful and empowering, African-based research and implementation must necessarily include African thought and ideas (indigenous knowledge), thus allowing indigenous people to be active participants in articulating the views, concerns and wishes they deem important in their cultural context and experience. What emerged from the data – and what demonstrates the reasons behind placing more trust in the Chief than in government structures – is that government structures tend to politicise everything, and only approach the minority

groups, making unfulfilled promises, when it is close to voting time. The difference with the traditional leaders (Chiefs), is that they are always neutral, and deeply rooted in the cultural values of communal unity and harmony. Also, when opportunities reach the Chief first, community members are likely to be informed, thus fostering fairness and the equal handling of matters – which seems unlikely to happen with local government structures.

Political structures need to recognise the tension that their different systems have on disabled youth and their families, who seem to trust the traditional system. The power issues and tensions between structures have a large effect on the efficiency of promoting equity in activities, services and information for all. Ramphela (2008) asserts the need for cultural change, from the power approach of the authoritarian system and viewing others as competitors, towards the teamwork approach, and collaboration in all levels. Government structures need to find a collaborative way to integrate indigenous ways of communicating by recognising power dynamics, without further disadvantaging disabled people and their families. Collective action will be discussed further in Theme 3.

Analysis of the Departments of Social Development and Agriculture's hard-to-access systems for supplying material and financial resources for projects shows there is limited engagement of disabled youth in both waged employment and self-employment, due to inefficient community mobilisation and the departments' poor implementation of disability-inclusive policies. Sing (2012) argues that disabled unemployment in South Africa is due to poor delivery from both national and provincial departments regarding programmes for employing disabled youth. The Livelihood component of the CBR Guidelines (WHO, 2010) stipulates that rehabilitation and development personnel should play a role in identifying and promoting opportunities for persons with disabilities to gain skills needed for employment. The findings reflect a lack of support for disabled youth to gain skills, as they are required to organise themselves and approach service providers for further support.

Transport was identified by service providers, disabled youth and their families as a major barrier to facilitating economic development. Transport remains one of the key challenges hindering the participation of disabled women in economic development in South Africa (Sipuka, 2011). In this study, on critical examination of inaccessible systems, the same challenge was evident. In cases where community projects are already operational, service providers reported difficulty in monitoring implementation and providing further support, due to departmental transport constraints. Considering the rural context and its infrastructure, services are located too far from the villages, making it difficult for people to travel, given their levels of poverty. The transport challenges faced by disabled youth and their families are barriers to accessing services and development opportunities. Access to services must be weighed against transport or travelling costs and ease of use, which influences the choices of disabled youth and their families regarding employment and skills development prospects (Lorenzo, 2008; Grut et al, 2009; Dos Santos, 2011). Rule, Lorenzo and Wolmarans (2006) state that in similar contexts, community rehabilitation workers (CRWs) have mobilised the public transport sector successfully. Various sources (Coulson, Napier & Matsebe, 2006; Lorenzo et al, 2013) list the key transport challenges facing disabled people in various contexts:

- Inability to afford regular taxi use, due to financial constraints;
- Negative attitudes of taxi drivers towards disabled people;
- Long distances between bus/taxi stands and home or destination;
- Difficulty getting on and off transport.

In summary, inaccessible transport hinders and limits the capacity of disabled youth and their families to participate fully in economic development opportunities. As Sipuka (2011) concluded, in a rural context there must be an effective, context-related transport system with fundamental alterations to accommodate disabled people's needs.

### **6.2.1 Recommendations for Theme 2**

In this section I propose seven recommendations for making systems, services and processes inclusive.

1. Different service providers could facilitate occupational engagement by making youth aware of their opportunities, potential, skills and abilities to change their situation and contribute to family and communal life, in terms of occupational choice. Reeler (2007) states that the key challenge in facilitating projects is the humanising of project approaches, so that projects animate in people's culture and context so as to engage their full will. Community development practitioners and extension officers could play more of a role as mobilisers, capacity builders, and resource channels, and in raising awareness of relevant services and opportunities to enable access to financial support and skills development for entrepreneurship, while accentuating self-reliance and encouraging disabled youth and their families to take responsibility for and control of their own lives. These approaches are crucial, and catalysts for empowerment. Community development workers should build relationships with disabled youth and their families, to support them in regaining dignity and unity and in beginning to think for themselves again. In his theory of social change, Reeler (2007) refers to this approach as the "projectable change" aimed at supporting planning and implementation of self-help projects.

It is essential to invest in human resources, such as by training community development workers to keep disabled youth in school. They could raise awareness of services, structures and systems, and mobilise resources for the skills development of disabled youth to enable them to sustain their livelihoods. Cramm et al (2013) argue that reduction of negative social attitudes through interventions aimed at teachers, students and families of disabled youth could promote educational possibilities for them. Proper information about schools, easier admission systems, improved access, and removing physical barriers could also reduce exclusion by design. Additionally, the different categories of community workers in the different government departments could be

catalysts in supporting disabled youth, and vehicles for development (Lorenzo, Motau & Chappell, 2012).

2. There is a critical need for family support and empowerment of parents to advocate for the inclusion of disabled youth in mainstream schools. It is not sufficient to have equal-opportunity policies such as the Inclusive Education policy if the beneficiaries do not know what the policy means, how to implement it, or how to benefit from it (Hurst, 1999). Teachers must be trained, and parents need to be part of an inclusive education system, to support teachers in raising awareness and changing the attitudes of non-disabled children. Therefore, reciprocal capacity-building of teachers and parents in the school system must be fostered.
3. Service providers have the resources (particularly financial) and opportunities to support disabled youth and their families, but do not see it as their role to mobilise, promote or organise youth and their families to access these resources. The Action Learning Cycle (Taylor, Marais & Kaplan, 2005) would be a good reflection tool for service providers to engage with – these reflections on actions and practice will lead to deeper learning.
4. The strategy of intersectoral collaboration facilitated by the Municipality is key to seamless opportunities for economic development. Working more collaboratively with the Chief is recommended, and discussed further in Theme 3.
5. Collaboration and strengthening referral systems could be a step towards an effective awareness-raising strategy around financial assistance obtainable to support the development of disabled youth and their families, thereby ensuring equal participation. To enable participation and inclusive economic development, the integration of disability training into the training of community health workers and community development workers in rural areas – to work closely with disabled youth and their families, as mediators – could assist in sensitising mainstream

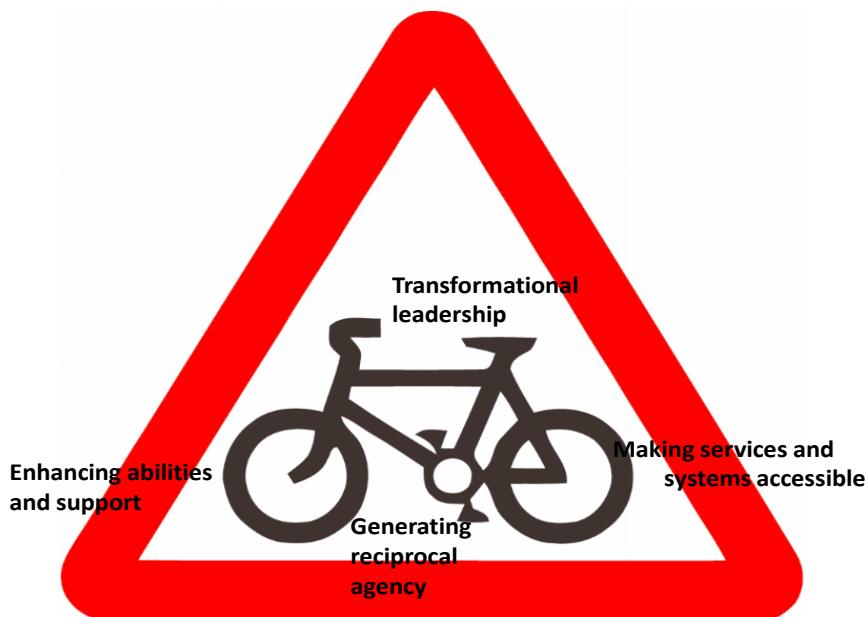
programmes to the needs of disabled people, and facilitate their inclusion in the general youth programmes available. Families of disabled youth could be recruited as community workers, as they have the experience of caring for a disabled person; thus assisting with both reciprocal capacity-building and with ensuring inclusive and accessible services and systems.

6. Further research should be conducted on the role of transport in facilitating accessibility to services and participation in economic development.

### **6.3 Theme 3: Transformational leadership to generate reciprocal agency**

The third theme describes the synergy between enhancing abilities and making systems and services inclusive through generating agency (See Figure 6.1). As illustrated in figure 6.1, the two wheels of the bicycle represent the first two themes discussed above. The pedals represent the agency generated to develop synergy between the two themes. The seat of the bicycle represents transformational leadership. In explaining this figure, transformational leadership is essential and needed for steering and pedalling to generate the reciprocal agency, which will lead to synergy between the two themes. The equal-opportunities approach (UN, 1982), transformational leadership (Ramphele, 2008) and Taylor's cycle of developmental change (Taylor, 2003) for facilitating inclusive development opportunities can all raise awareness and mobilise resources in this regard. In this section, the approaches suggested also serve as recommendations for building reciprocal agency.

Figure 6.1 : Creating synergy through transformational leadership



To bridge the gap between enhancing abilities (Theme 1) and making systems accessible (Theme 2), collaborative learning and partnerships between service providers, disabled youth and their families and the Chief could enhance the reciprocal capacity for inclusive economic development. Families of disabled youth should be seen as agents of change through an integrated approach of equal opportunities, in which families and service providers work collaboratively to build capacity to support their disabled children (WHO, 2010). Families could also build the capacity of the service providers to understand the assets of the youth and combat their feelings of helplessness.

Service providers, including the ward-based municipal structures (councillors), need to know their power and the effect their words and actions have on families and their disabled children. Disabled youth and their families feel disempowered by service providers and councillors because of their perceived impassiveness. Reeler (2007) points out that power is held in relationships; abusive relationships may be as great a hindrance to development as a lack of social opportunity. He further states that to shift

power we have to shift relationships. (I elaborate further on building relationships later in this theme.)

This disempowerment also prevents disabled youth and their families from seeking solutions, as they feel there is always a stumbling block impeding their development opportunities, due to power dynamics between ward-based municipal structures and the traditional structure (Chief). Young (2000) argues that power relations create injustices and inhibit the development of ability, decision-making power and respectful treatment. These structural and institutional relations also delineate people's material lives, including the resources they have access to, and the opportunities they have (or do not have) to develop and exercise their capacities. I argue that the marginalisation and disempowerment facing families of disabled youth significantly impact and weaken their ability to effectively advocate for their children's right to inclusion.

Through empowering others, we are also empowering ourselves in the process of knowledge exchange. Meyiwa (2010) identified building necessary skills such as advocacy, leadership, confidence and communication, and adequate support from government could enhance reciprocal capacity-building to improve accessibility to development opportunities. The concept of equal opportunities emphasises the principles of participation, access and partnerships through the process of making activities, services, information and documentation available to all (UN, 1982). Similarly, Rule (2011) states that partnership offers opportunities to develop knowledge and technical skills to monitor change, thereby addressing impairment needs and promoting a barrier-free environment.

To achieve economic inclusion, it is essential not to fall into the trap of having strategies that are furthering exclusion (instead of inclusion) and isolation due to inaccessible systems. Knowledge exchange is an important benefit of task shifting – a process of delegation whereby tasks are moved, where appropriate, to less specialised workers to in ensuring more efficient use of human resources (WHO, 2008). Service providers

must engage in critical reflective practice in order to learn from mistakes – and to help in monitoring change. Even though parents have good vision, experience and strategy in terms of inclusion, they lack the capacity to transform these dreams into reality. Ramphela (2008:27) states that “good leaders expand the boundaries of possibilities to enable others to reach beyond what they thought were their limits”. The Action Learning Cycle strategy (Taylor, Marais & Kaplan, 2005) demonstrates that ongoing action learning should be at the core of any practice. This raises several points regarding service providers:

- Firstly, they must recognise how assumptions, judgements and attitudes towards disability further disadvantage disabled people and their families;
- Secondly, how can they task-shift what they have (skills, knowledge and resources) to disabled youth and their families, so that together, they can work towards meeting the families' economic needs?
- Thirdly, they must focus on helping disabled youth and their families to address primary education and poverty reduction issues;
- Lastly, they must reflect on what change they are making when promoting disability inclusion in relation to quality of life. (Journal entry, 31/05/2013)

Service providers (including the different community, municipal and traditional structures) must act as a network of support, collaborate, and learn to utilise the skills and abilities of disabled youth and their families as part of their community's resources. Similarly, Grut et al (2009) state that services in rural communities should be based on the perspectives of the people, taking into account the needs, resources and abilities of the family group. This perspective requires an integration of the skills of service providers with those of disabled youth and their family members, leading to the utilisation, recognition and development of skills at community level. In support of this perspective, the sharing of skills and togetherness has been perceived to be educational, uplifting, supporting and economically empowering to disabled black entrepreneurs (Lorenzo et al, 2007).

Transformational leadership is one feasible strategy proposed by Ramphale (2008) to encourage partnerships between service providers, disabled youth and their families, for inclusive development and generating equal opportunities for all. She says this strategy focuses on transformation, resulting in a new approach featuring teamwork and collaboration to enhance effectiveness and productivity in the implementation of disability-inclusive policies. Disabled youth, family members and service providers across sectors must work towards a shared vision, incorporating values and principles that generate inclusion and equalisation of access to economic development opportunities, and learn from each other and from their mistakes.

Ramphale (2008) encourages the strengthening and deepening of guidance among citizens – essential to transformation – through firstly, investing in people becoming what they are capable of and have potential to be; and secondly, unleashing the talents in individuals that are needed for our society to grow into greater equality.

The study findings reflect disabled youth's aspirations to be active citizens and contributing family members. Service providers need to adopt this leadership strategy to bring about change in community development, while helping disabled people and their families to realise their rights and attain quality of life. As much as service providers need to understand the impact of reaching out, facilitating and mobilising, disabled youth and their families also need to move out of the 'victim' role and reach out, to discover their occupational potential and capabilities. The Empowerment Component of the CBR Guidelines (WHO, 2010) supports shifting of the mindset from being passive receivers to active contributors. Facilitation of this empowerment process occurs when service providers shift their negative attitudes, and recognise disabled youth and their families as agents of change.

A study by Lorenzo and Joubert (2010) showed the benefits of collaboration and reciprocal capacity-building in disability research, affirming the thrust of this theme.

Simultaneously, the capacity of disabled youth and families to establish networks of support is increased. All stakeholders begin to see the benefits and importance of working together as a team and building trust. These principles apply particularly in this study; the findings demonstrate the need for a collaborative approach by service providers, to build reciprocal capacity-building and at the same time, work together in making services and systems accessible, for economic inclusion.

Service providers – particularly development workers – should establish relationships and learn to work with disabled youth and their families. Lorenzo and Joubert (2010) shared the benefits of collaborative relationships: they lead to collaborative intent, truthfulness, self-accountability, and the development of self-awareness and awareness of others, as well as building problem-solving and negotiating skills. This collective action helps service providers confront their attitudes towards disability. They learn and understand the social, physical, institutional and cultural dimensions influencing the power of disabled youth and their families to make choices and decisions for engagement (Townsend & Wilcock, 2004), and identify and critically analyse emerging patterns in people's occupational choices (Galvaan, 2010).

In examining the significance of collective action, it is essential to discuss the notion of trust or mistrust between leaders of the community or service providers, and the people on the ground, particularly disadvantaged groups. In her study on trust and development of health care as a social institution, Gilson (2003) argues that a central feature of social capital (but not limited only to social capital) is trust, and its role in facilitating collective action among people to achieve common goals. She further asserts that a trust-based system can contribute significantly to building value in society. Building trust particularly relates to promoting inclusion and creating equal opportunities for all in economic development, in that if leaders demonstrate trust and consistency in the way they provide services and opportunities for people to become part of their developments, versus withholding power to foster dependency, then communication

and dialogue between the leaders and the community members will be secured to generate collective action.

Reflecting on the concept of social capital, it helps to restate the importance of social relationships and community as capital that can be invested in. In defining social capital, Ramphela (2008:23) refers to “the complex web of networks of support, trust relationships and intergenerational transfer of values and wisdom that sustain a reasonable quality of life for human community”. These relationships could be pivotal, particularly in the lives of disabled people, in enabling access to resources, and even survival, in the absence of formal safety nets (such as a grant). In an African context, the ethos of Ubuntu could be integrated by working together, and the approach to power could be one that enables everyone to become the best they can be.

In their study on understanding partnerships in developing disabled entrepreneurs, Van Niekerk, Lorenzo and Mdlokolo (2006) explored this aspect of being relational in African contexts. They found that the African notion of *Umntu ngumntu ngabantu*, meaning ‘a person is person through persons’ was appropriate, when participants reported that it is not easy to develop alone. Attention must be drawn to measures that build these social relationships with respect to disabled people; disability must be understood in terms of their social worlds and contexts. Negative attitudes towards disability raise exclusion of disabled youth from a sense of togetherness in their respective communities (Gcaza, 2000). Development processes and systems should value (and understand the worth of) belonging, participation, and making a contribution (Ubuntu) towards facilitating inclusion, which will mobilise and assist disabled youth and their families to attain dignified livelihoods.

Gilson (2003) supports the argument of Ranson and Stewart (1998:250), which states that “our active participation in creating projects which are to shape ourselves as well as the communities in which we live provides the sense of purpose to work together with others and to secure trusting relations with them”. There is a need to recognise disabled

youth and their families' autonomy and agency by allowing them to play an active role in their own development and be held responsible for their own choices. Galvaan (2010) affirms the recognition of choice by stating that an enabling approach (when working with marginalised groups) includes the understanding that humans *choose* to engage; however, choice is complex, and influenced by numerous factors ranging from skills to availability of resources. She further asserts that understanding more about occupational choice may inform how to promote equity for marginalised groups. Through agency, disabled youth and their families are able to develop their own identity and moral worth. All stakeholders value the meaningfulness of indigenous and cultural knowledge and experience or practices that will foster such identity, and an understanding of rural livelihoods. This understanding will enable and empower disabled youth and their families (Owusu-Ansah & Mji, 2013).

Also applicable to this study is Taylor's cycle of developmental change (Taylor, 2003), used to transform society by fundamentally changing the nature of relationships between givers and receivers, and between civil society and the state. To work towards achieving economic inclusion, service providers should go through this cycle of change, to understand the five essential steps of the developmental intervention process, namely establishing relationships, gaining understanding, facilitating change, grounding and supporting implementation, and reviewing (Taylor, 2003). In this cycle, successful economic developmental interventions are built on relationships, and end with a review process that leads to reciprocal learning. Going through this development process could stimulate ability of disabled youth and family members to gain access to inclusive service delivery and meaningful engagement with service providers, so disabled youth can access information and resources instead of succumbing to helplessness and dependency (Journal entry, 31/04/2013).

As stated earlier, establishment of trusting relationships will enable service providers to achieve greater understanding of the needs of disabled youth and their families in relation to economic inclusion, which in turn will result in more informed and effective

interventions. From this experience, disabled youth can contribute ideas as to how systems and services can be adapted to achieve inclusive service delivery that will build their confidence and transform these strategies into reality. On the other hand, service providers already have the resources to meet the needs, but currently they are not effective at information dissemination. Therefore, building relationships and gaining an understanding of development needs to create synergy and bridge the gap between disabled youth and service providers is essential so as to foster interdependency and negotiation of togetherness, and encourage co-ownership through reflective practice. Disabled youth will gain access to and control of opportunities for inclusive economic development. Reciprocal building of abilities, support and agency will strengthen collaborative relationships and lead to sustainable economic development for disabled youth.

As much as the visible elements of capacity-building – such as material resources, skills, and structures and systems – are significant, Kaplan (1999) asserts that conceptual understanding of the world one is operating in and on, attitude towards the world (including acceptance of responsibility and a belief that it is possible to contribute towards change), and core purposes (vision) and processes (strategies) are also essential (if invisible) elements to be cognisant of when aiming for effective change. Lorenzo and Joubert (2010) showed the successful reciprocal capacity-building benefits of going through the abovementioned elements of organisational capacity entangled with building collaborative relationships. In this study, collaboration was generated to exchange knowledge, reciprocally learn from each other, and access resources. These elements link closely to the cycle of development change and transformational leadership discussed earlier. Together, they can be used to promote equal opportunities and the participation of disabled youth and their families in inclusive economic development. Simultaneously, the capacity of family and service providers to support disabled youth in accessing skills development and employment opportunities will be strengthened.

## Conclusion

The chapter establishes that public services and systems need to find a way of working together as a community, and harness the skills, abilities and potential of disabled youth and their families to create an enabling environment for them to become agents of their own development. It also demonstrates that collaboration empowers communities to hold their leaders accountable and make their voices heard on matters they disagree with. It also allows different approaches to be explored. Information is key to making systems and services inclusive. Transformational leadership is one strategy that could be modelled by service providers to facilitate the process of generating the reciprocal agency and enhance the abilities and support.

## Limitations of the study

There were various limitations encountered throughout the study.

Difficulties in locating disabled youth were due to their mobility to cities to look for jobs; some had been declared deceased, and the contact details of the majority were incorrect.

Municipal and ward councillors were not available to give their perspectives on inclusion in relation to their systems. They play a critical role in mobilising resources and mediating between service providers and communities, but since it is not happening, disabled youth are not able to access information, resources and opportunities available. Further research could address the role and involvement of these structures in facilitating community economic development.

The Department of Transport was not targeted as a critical stakeholder due to time constraints to explore their role in economic inclusion. They would be important to include in future research.

In the next chapter, I provide the conclusions to the study.

## Chapter Seven: Conclusion

This case study aimed to explore the capacity of family and service providers to facilitate the participation of disabled youth in accessing skills development and employment in Cofimvaba. Its purpose was firstly, to establish the perspectives of disabled youth on the skills and abilities of service providers to address disabled youth's economic development; secondly, for family and service providers to describe their understanding of disability; thirdly, to identify visions and strategies for promoting inclusion of disabled youth; fourthly, to analyse the provision of services related to the economic development of disabled youth; and lastly, to identify the gaps in skills and available material resources for facilitating transition in the economic development of disabled youth.

It is evident from my findings that disabled youth perceive service providers to be ineffective at supporting, facilitating and promoting the inclusion in economic development. Family and service providers have inadequate capacity to meet the economic needs of disabled youth, or assisting them to actively taking part in their own development. Compounding this limited capacity is the one-dimensional focus on impairment, and disability attitudes, which create a barrier to economic inclusion.

It is apparent that there are also other barriers to economic inclusion. These include ineffective information dissemination and communication systems, limited intersectoral collaboration or collaborative relationships, and inaccessible or mistrust of local governance structures and power dynamics. Information about available development opportunities is not reaching disabled youth and their families. Resources are available, but disabled youth are unaware, uninformed, and therefore not accessing them.

However, disabled youth and their families have identified factors that could be potential facilitators of economic inclusion. Firstly, skills development and social security grants

remove barriers, and could enable disabled youth to initiate entrepreneurship opportunities for income generation, poverty reduction, and community development. The findings indicate the need for reciprocal capacity-building, collaborative and trusted relationships for reciprocal learning, and transformational leaders to facilitate the skills, support and economic inclusion needed by disabled youth as symbolised by the bicycle (figure 6.1). It is proposed that the cycle of developmental change guide the service providers in economic development interventions, to enable increased access to inclusive service delivery, and meaningful engagement with service providers, so that disabled youth can access information and resources.

In conclusion, it is significant to take cognisance of the role that the meaningful contribution of disabled youth can make to their economic development if findings of this research are implemented.

Are we ready to work in collaborative relationships as service providers and disabled youth?

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## Appendices

### Appendix 1: Information sheet for disabled youth



**UNIVERSITY OF CAPE TOWN  
FACULTY OF HEALTH SCIENCES  
DISABILITY STUDIES PROGRAM 2013**

#### Information sheet for disabled youth

I, Lieketseng Yvonne Ned-Matiwane am a postgraduate student in the University of Cape Town doing Masters of Philosophy in Disability studies. This research study is part of my higher degree.

**Title of research:** The capacity of family and service providers to facilitate participation of disabled youth in accessing opportunities in skills development and employment in Cofimvaba.

#### Purpose of study

The purpose of this study is to explore insights on how service providers and families of disabled people support and assist disabled youth in meeting their needs specifically regarding employment and gaining of skills. This is to gain a better understanding of how disabled youth access information about services, opportunities and resources for development in rural areas. In particular, we need to look at how service providers deliver these services and promote advocacy and disability-inclusive programmes in rural areas in order to recommend strategies to strengthen, raise awareness and value

these services if they are to promote and protect disabled people so that they can participate equally and become contributing members of their community.

### **Description of research**

The study aims to investigate the skills and abilities of family and service providers to meet the needs of disabled youth in rural areas (i.e. Cofimvaba). Therefore, this research project aims to describe service providers' and families understanding and approach to working with you as disabled youth and meeting your needs, where they would like to see you achieving and how you will achieve it, ways they would follow in assisting you achieve the visions they have, their roles, skills as well as resources needed to address your needs in Cofimvaba as disabled youth.

### **What will be required of the participant?**

The study will do a focus group interview with 6 disabled youth between the ages of 18-35 residing in Cofimvaba. You are invited to take part in the study as disabled youth living in Cofimvaba experiencing barriers to accessing and participating in skills training and work opportunities. You have been approached as you fit this criterion.

You will be asked questions that relates to how service providers and families support you in meeting your needs. You are therefore requested to participate in this study voluntarily to contribute to describing the skills and abilities of service providers in addressing your needs. You will be required to plot in a diagram your level of participation in work opportunities and skills training and provide reasons thereof highlighting barriers experienced and support necessary from families and service providers.

Participation in this project will take an average of two hours in discussions in a group interview with other disabled youth. Due to the lengthy session, rests and refreshments will be provided to participants. The interview will take place in your community hall in Ntshingeni location in Cofimvaba. The interview will be tape recorded and the recording

will be transcribed. There will be another follow up where you will be asked to check if the information reflects exactly what you said in the group interview; corrections will be made where there are misinterpretations of facts. You are free not to answer a particular question without giving explanation.

### **Voluntary participation and Confidentiality**

Confidentiality will be ensured by conducting the interviews in a private place agreed by both the researcher and the participant (the community hall). Your name will not be identified; instead a code will be used for privacy and confidentiality purposes. In the group interview, you are expected to maintain confidentiality regarding the information that you learn through the group but the researcher cannot guarantee confidentiality if group members do divulge information learned in the group to others. You have no obligation to remain in the study and can withdraw at any point without any repercussions nor any need to provide an explanation. Participation in the project is entirely voluntary and participants will not be paid in any form for their participation.

### **What will be the risks involved?**

There are no known risks associated with participating in this study. The research questions are unlikely to evoke distress; but Occupational therapists and social workers will accept referrals.

### **Benefits of the study**

The benefits to the participants include an opportunity where relevant information on resources and services available for disabled youth in the community will be shared. The research is conducted at the University of Cape Town. Should you have any questions or concerns about the study itself as well as problems relating to the study; please feel free to contact my supervisor using the contact details at the bottom of this page. If there are any questions about your rights as research participants, you may contact the head or chairperson of the research committee using details below.

Lieketseng Ned-Matiwane

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## Appendix 2: Information sheet for family members



**UNIVERSITY OF CAPE TOWN  
FACULTY OF HEALTH SCIENCES  
DISABILITY STUDIES PROGRAM 2013**

### Information sheet for families of disabled youth

I, Lieketseng Yvonne Ned-Matiwane am a postgraduate student in the University of Cape Town doing Masters of Philosophy in Disability studies. This research study is part of my higher degree.

**Title of research:** The capacity of family and service providers to facilitate participation of disabled youth in accessing opportunities in skills development and employment in Cofimvaba.

### Purpose of study

The purpose of this study is to explore insights on how service providers and families of disabled people support and assist disabled youth in meeting their needs specifically regarding employment and gaining of skills. This is to gain a better understanding of how disabled youth access information about services, opportunities and resources for development in rural areas. In particular, we need to look at how service providers deliver these services and promote advocacy and disability-inclusive programmes in rural areas in order to recommend strategies to strengthen, raise awareness and value these services if they are to promote and protect disabled people so that they can participate equally and become contributing members of their community.

### Description of research

The study aims to investigate the skills and abilities of family and service providers to meet the needs of disabled youth in rural areas (i.e. Cofimvaba). Therefore, this research project evaluates service providers' and families understanding and approach to working with disabled youth and meeting their needs, where you would like to see disabled youth (vision) and how you will achieve that vision, your roles, skills as well as resources needed to enable you to promote inclusion of disabled youth in economic development in Cofimvaba.

### **What will be required of the participant?**

The study will do a focus group interview with 6 family members of disabled youth residing in Cofimvaba who participated in the project. You have been approached as you fit this criterion. You are invited to take part in the study as families of disabled youth living in Cofimvaba experiencing barriers to accessing and participating in skills training and work opportunities.

You will be asked questions that relate to how service providers and families support disabled youth in meeting their needs. You are therefore requested to participate in this study voluntarily to contribute to describing your skills and abilities to support your disabled daughter or son in meeting their needs related to employment and skills training and how service providers support you as families in addressing these needs. You will be required to plot in a diagram the level of participation of your disabled daughter or son in work opportunities and skills training and provide reasons thereof highlighting barriers experienced and support necessary from families and service providers.

Participation in this project will take an average of two hours in discussions in a group interview with other disabled you. Due to the lengthy sessions, rests and refreshments will be provided to participants. The interview will take place in your community hall in Ntshingeni location in Cofimvaba. The interview will be tape recorded and the recording will be transcribed. There will be another follow up where you will be asked to check if

the information reflects exactly what you said in the group interview; corrections will be made where there are misinterpretations of facts. You are free not to answer a particular question without giving explanation.

### **Voluntary participation and Confidentiality**

Confidentiality will be ensured by conducting the interviews in a private place agreed by both the researcher and the participant (the community hall). Your name will not be identified; instead a code will be used for privacy and confidentiality purposes. In the group interview, you are expected to maintain confidentiality regarding the information that you learn through the group but the researcher cannot guarantee confidentiality if group members do divulge information learned in the group to others. You have no obligation to remain in the study and can withdraw at any point without any repercussions nor any need to provide an explanation. Participation in the project is entirely voluntary and participants will not be paid in any form for their participation.

### **What will be the risks involved?**

There are no known risks associated with participating in this study. The research questions are unlikely to evoke distress; but Occupational therapists and social workers will accept referrals.

### **Benefits of the study**

The benefits to the participants include an opportunity where relevant information on resources and services available for disabled youth in the community will be shared. The research is conducted at the University of Cape Town. Should you have any questions or concerns about the study itself as well as problems relating to the study; please feel free to contact my supervisor using the contact details at the bottom of this page. If there are any questions about your rights as research participants, you may contact the head or chairperson of the research committee using details below.

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## Appendix 3: Information sheet for service providers



UNIVERSITY OF CAPE TOWN  
FACULTY OF HEALTH SCIENCES  
DISABILITY STUDIES PROGRAM 2013

### Information sheet for service providers

I, Lieketseng Yvonne Ned-Matiwane am a postgraduate student in the University of Cape Town doing Masters of Philosophy in Disability studies. This research study is part of my higher degree.

**Title of research:** The capacity of family and service providers to facilitate participation of disabled youth in accessing opportunities in skills development and employment in Cofimvaba.

### Purpose of study

The purpose of this study is to explore insights on how service providers and families of disabled people support and assist disabled youth in meeting their needs specifically regarding employment and gaining of skills. This is to gain a better understanding of how disabled youth access information about services, opportunities and resources for development in rural areas. In particular, we need to look at how service providers deliver these services and promote advocacy and disability-inclusive programmes in rural areas in order to recommend strategies to strengthen, raise awareness and value these services if they are to promote and protect disabled people so that they can participate equally and become contributing members of their community.

### Description of research

The study aims to investigate the skills and abilities of family and service providers to meet the needs of disabled youth in rural areas (i.e. Cofimvaba). Therefore, this research project describes service providers' and families understanding and approach to working with disabled youth and meeting their needs, vision, strategies and structures, their roles and skills as well as resources needed to promote inclusion of disabled youth in economic development in Cofimvaba.

### **What will be required of the participant?**

The project will interview service providers from the departments of Health and Social Development servicing the community of Cofimvaba and particularly working with disabled youth. You are invited to take part in the study as you fit this criterion. The perceptions of youth indicated minimal awareness of skills developments and employment programmes and as a result revealed that there are no job and skills opportunities in the Cofimvaba area.

You will then be required to plot in a diagram how high or low or average you perceive the participation of disabled youth is in skills development, self and wage employment, financial assistance and social security highlighting the barriers experienced. Additionally, you will be asked questions that relate to how service providers support disabled youth in meeting their needs relating to employment and gaining of skills.

You are therefore requested to participate in this study voluntarily to contribute to describing your skills and abilities to support disabled youth in meeting their needs related to employment and skills training and how service providers support families in addressing these needs.

Participation in this project will take an average of two hours in discussions in a group interview with other disabled youth. Due to the lengthy sessions, rests and refreshments will be provided to participants. The interview will take place in your work office in Cofimvaba. The interview will be tape recorded and the recording will be transcribed.

There will be another follow up where you will be asked to check if the information reflects exactly what you said in the group interview; corrections will be made where there are misinterpretations of facts. You are free not to answer a particular question without giving explanation.

### **Voluntary participation and Confidentiality**

Confidentiality will be ensured by conducting the interviews in a private place agreed by both the researcher and the participant (the work office). Your name will not be identified; instead a code will be used for privacy and confidentiality purposes. You have no obligation to remain in the study and can withdraw at any point without any repercussions nor any need to provide an explanation. Participation in the project is entirely voluntary and participants will not be paid in any form for their participation.

### **What will be the risks involved?**

There are no known risks associated with participating in this study. The research questions are unlikely to evoke distress.

### **Benefits of the study**

The benefits to the participants include an opportunity where relevant information on resources and services available for disabled youth in the community will be shared. The research is conducted at the University of Cape Town. Should you have any questions or concerns about the study itself as well as problems relating to the study; please feel free to contact my supervisor using the contact details at the bottom of this page. If there are any questions about your rights as research participants, you may contact the head or chairperson of the research committee using details below.

Theresa Lorenzo, Associate Professor (Supervisor)

Disability Studies and Occupational Therapy

Department of Health & Rehab Sciences

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Marc Blockman

Associate Professor Chairperson of Ethics Committee

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## Appendix 4: Informed consent form



**UNIVERSITY OF CAPE TOWN  
FACULTY OF HEALTH SCIENCES  
DISABILITY STUDIES PROGRAM 2013**

### INFORMED CONSENT FORM

University of Cape Town: Capacity of service providers

I \_\_\_\_\_ have read (or had read to me by \_\_\_\_\_) the Information Sheet. I understand what is required of me and I have had all my questions answered. I do not feel that I am forced to take part in this study and I am doing so of my own free will. I know that I can withdraw at any time if I so wish and that it will have no bad consequences for me.

Signed:

---

Participant

Date, place and contacts

---

Researcher

Date, place and contacts

---

Witness (if necessary)

Date, place and contacts

## Appendix 5: Focus group guide for disabled youth

### Focus group guide for disabled youth

The participants will be provided with a wheel of opportunities outlining the five components of livelihood. Participants will therefore be required to insert marks on the wheel of opportunities using different coloured pens to indicate how high or low the access and engagement on each component is. A discussion will then follow regarding reasons for these levels of access and participation. The discussion will be probed so that participants discuss the facilitators and barriers to their participation in the five livelihood components (skills development, self-employment, waged employment, financial services and social protection) as well as how the low and the average could be made high in terms of access and their participation.

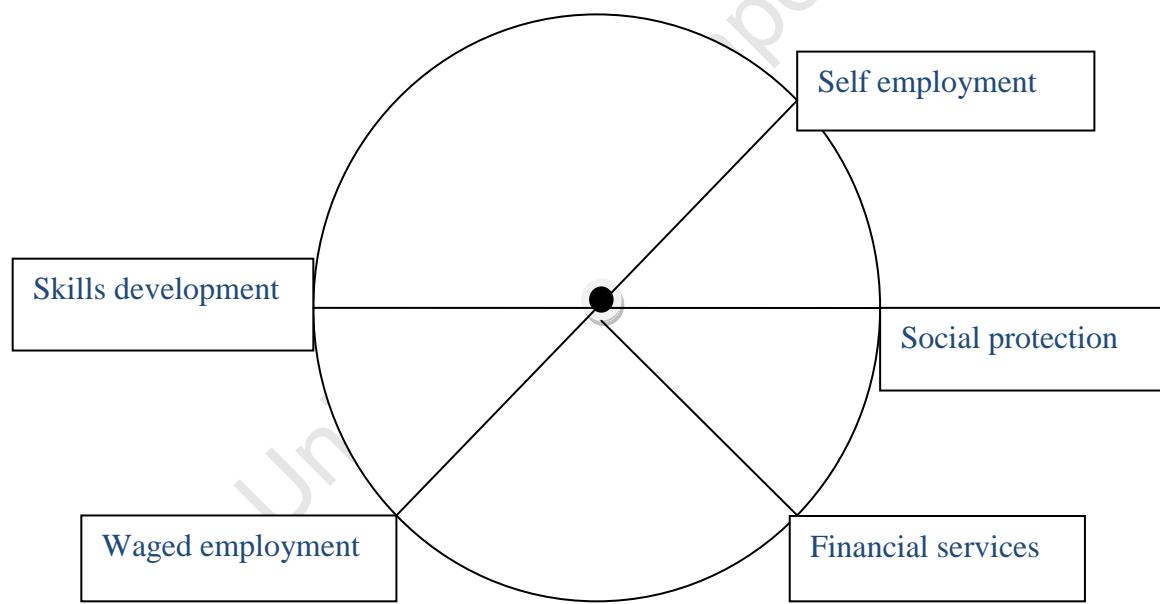


Figure 2: wheel of opportunities

## Appendix 6: Focus group guide for family members

### Focus group for families of disabled youth

- What is your knowledge on disability and ability to be employed?
- How do you support or assist your disabled children to meet their needs regarding employment and development of skills?
- Where would you like to see your disabled children achieve in 5 years time? How will you assist and support them in achieving those visions?
- What skills do your disabled children need for employment?
- What ways do you follow in supporting and assisting your disabled children to participate and access opportunities?
- What skills do you have or need to address the needs of your disabled children?
- What role do you play in addressing participation of disabled youth in skill development and employment?
- How are you assisting disabled youth with accessing skills development and employment?
- What do you identify as barriers and facilitators? And why?
- What resources do you need to meet the needs of your disabled children?

## Appendix 7: Interview guide for service providers

### Interview guide for service providers

To determine the conceptual framework and attitude of disability

1. What is the knowledge about disabled youth and employment regarding skills development and employment opportunities?
2. What are your thoughts and feelings about disabled youth and employment?
3. How are these beliefs carried out in practice with disabled youth?
4. How are the needs of disabled youth met (strategy/ vision)?

To determine systems and structures

5. What are the environmental factors influencing participation of disabled youth in employment and skills development?

To determine roles and skills

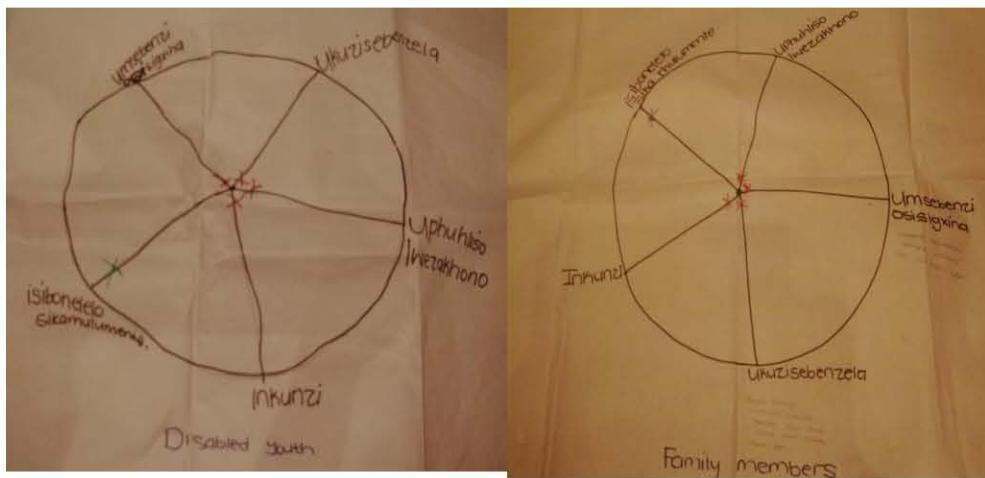
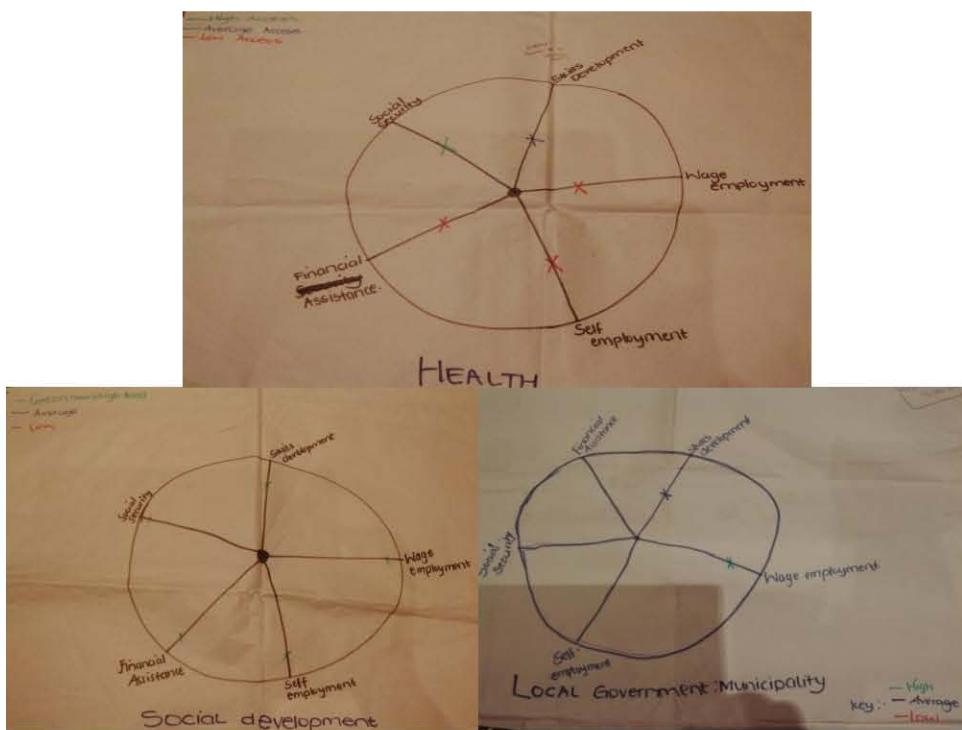
6. What is your role in meeting the needs of disabled youth?
7. What do you do in your departments to meet the needs of disabled youth?
8. How do you engage or work with disabled youth? Or how do you provide services?
9. What are the skills needed to provide the needs of disabled youth?

To determine resources

10. What resources are available in your department for disabled youth?
11. How do you make disabled youth aware of these resources for access?

## Appendix 8: Data trigger tool

### Wheel of opportunities



## Appendix 9: Ethical clearance

### Ethical clearance

UNIVERSITY OF CAPE TOWN



Faculty of Health Sciences  
Faculty of Health Sciences Human Research Ethics Committee  
Room E52-24 Groote Schuur Hospital Old Main Building  
Observatory 7925  
Telephone [021] 406 6338 • Facsimile [021] 406 6411  
e-mail: sumayah.ariefdien@uct.ac.za  
[www.health.uct.ac.za/research/humanethics/forms](http://www.health.uct.ac.za/research/humanethics/forms)

29 July 2013

HREC REF: 341/2013

Ms L Ned-Matiwane  
c/o Prof T Lorenzo  
Disability Studies Programme  
Health & Rehab  
OMB

Dear Ms Ned-Matiwane

PROJECT TITLE: EXPLORING THE CAPACITY OF FAMILY AND SERVICE PROVIDERS TO FACILITATE THE PARTICIPATION OF DISABLED YOUTH IN ACCESSING OPPORTUNITIES IN SKILLS DEVELOPMENT AND EMPLOYMENT IN RURAL AREAS

Thank you for your letter dated 23 July 2013, addressing the issues raised by the Human Research Ethics Committee.

It is a pleasure to inform you that the HREC has formally approved the above mentioned study.

Approval is granted for one year till the 28 August 2014.

Please submit a progress form, using the standardised Annual Report Form, if the study continues beyond the approval period. Please submit a Standard Closure form if the study is completed within the approval period.

Please note that the on-going ethical conduct of the study remains the responsibility of the principal investigator.

Please quote the REC. REF in all your correspondence.

Yours sincerely

  
**PROFESSOR M BLOCKMAN**  
**CHAIRPERSON, HSF HUMAN ETHICS**

Federal Wide Assurance Number: FWA00001637.  
Institutional Review Board (IRB) number: IRB00001938

sAriefdien