Exploring Pathways to Work through Skills Development in Sport for Youth with Intellectual Disabilities in Metropolitan Zimbabwe

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Dedication

To my late father, Edward Manyonga, who believed in my education.

To my children, Sean and David Kasu, the bar has been set for you and I hope you achieve far more than I.

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I would like to thank the management of ZIMCARE Trust for allowing me to perform this study at their schools. I would also like to thank the skills trainers and the sports coaches from ZIMCARE Trust with whom I worked. You were always so welcoming and ready to assist me in my study. I would like to thank the youth with intellectual disabilities and their families for sharing their experiences with me. I learnt so much from you.

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Abstract

Background

Youth with intellectual disabilities usually experience poorer post-school outcomes than youth with any other disabilities and youth in the general population (McConkey, Dowling, Hassan & Menke, 2013). Youth with intellectual disabilities are often marginalized and discriminated against regarding skills development and work opportunities as society seems to place high value on an individual's intellect (International Labour Organisation, 2015). However, international experience shows that youth with intellectual disabilities can become valuable employees with adequate training (Scheef, 2016). Participation in sports has shown to have a positive correlation with quality of life, satisfaction with life, community reintegration, and mood as well as employment opportunities for persons with disabilities (Diaz, Miller, Krauz & Fredericson, 2019). Hence it became useful to explore skills development and vocational training opportunities in sports that could facilitate youth with intellectual disabilities to access work skills training and work opportunities in urban Zimbabwe.

Aim

The overall aim of the study was to explore how participation in activities related to sports organisations and events enables youth with intellectual disabilities to access livelihood opportunities to become economically active.

Objectives

The objectives of the study were:

1. To identify any possible skills development and vocational training opportunities for youth with intellectual disabilities in sports events and organisations in Zimbabwe.

2. To describe the personal factors of youth with intellectual disabilities that enable them to access skills development and vocational training.

3. To identify environmental factors that enable youth with intellectual disabilities to access self-employment, supported employment or formal employment.

4. To determine the role of family, caregivers, and guardians in shaping the livelihood options of youth with intellectual disabilities.

5. To determine the role of skills trainers in developing the pre-vocational skills and vocational training in general for youth with intellectual disabilities.

6. To determine the role of sports coaches and managers in shaping the life skills' development of youth with intellectual disabilities who partake in sports.

Methodology

The research was a qualitative study in the form of critical ethnography. Critical ethnography speaks on behalf of minority groups such as the point of view of youth with intellectual disabilities' by stating what is and how it can be changed (Duff, Rogers, and Ross, 2016). The design was a collective study as more than one study site was used. The research took place at two adult vocational training centres for youth with intellectual disabilities and at three sports events. Participants were recruited by purposive sampling. Six youths with intellectual disabilities, five parents, caregivers, or guardians of youth with intellectual disabilities, two sports managers or organisers, two sports coaches and two skills trainers of youths with intellectual disabilities participated in the study to make a total sample size of seventeen. Participation observations, semi-structured interviewing and reflective journaling were used as data collection methods.

Findings

Untapped work opportunities were identified for youth with intellectual disabilities who participated in sports; however, they remained as lost opportunities as they were not being fully utilized. The youths had potential enablers for employability, but they were not being given access to work opportunities. The youths were invisible to potential employers owing to the remote location of their vocational training centres. Female youths were being prejudiced regarding livelihoods' development owing to the remote nature of the training centres, which made it unsafe for them to travel there. There were limited resources for the livelihoods' development of the youth due to economic hardships the country was facing. The government's support for livelihoods' development of the youth was inadequate. Families, peers, and the community were segregating youth with intellectual disabilities, which had the effect of disempowering them and their parents regarding the youths' livelihoods' development. The parents had shared feelings of fear and anxiety over what would become of their youth once they

finished school or if their parents died. There was a lack a collective action amongst the parents regarding the youths' livelihoods' development. The parents' support regarding their children's livelihoods' development was inadequate and their knowledge on how to enhance their youths' livelihoods development was insufficient. The parents were also not getting sufficient support from society to empower their youth. The youths with intellectual disabilities were often left out of economic activities at sports events and in the greater community. The sports coaches and skills trainers were not actively planning or advocating for the youths to participate in economic activities at sports events.

Conclusion

This study explored the livelihoods' developments that were possible for youths with intellectual disabilities through their participation in sports. It was necessary to find effective ways to develop youths with intellectual disabilities' opportunities to become economically active as engagement in work activities is a basic human right. This study established that the parents of the youths needed to take the initiative regarding the livelihoods' development of their children. The youths and their parents needed to take collective action and find their political voice to advocate for skills training and work opportunities to the training centres, the community, and potential employers as well as the government. The parents needed to take their negative perceptions, which were acting as indirect blocks and which were disempowering them, as motivators to enact positive change for their children's livelihoods' development. It was necessary for parents, skills trainers, and sports coaches to market the youths to potential employers. At the training centres, the administration, skills trainers, and sports coaches need to consider a curriculum change to include a work attachment for the youth in inclusive employment. Sports coaches and skills trainers need to teach life skills intentionally that are transferrable in work situations and provide the youth with opportunities to practice the skills learnt in work settings. The sports coaches and skills trainers needed further training on how to use sports participation as a medium to enhance the youths' livelihoods' development. Sports managers needed to incorporate youth with intellectual disabilities and their training schools in economic activities in sports organisations and at sports events. Female youths with intellectual disabilities needed to be encouraged to attend the vocational training centres by providing for their interests and providing them with safe transportation to attend the vocational training centres.

Keywords: Inclusive employment, Livelihoods development, Skills development, Sports participation, Work opportunities, Youth with intellectual disabilities

Contents

Plagiarism declaration i
Dedication ii
Acknowledgements iii
Abstract iv
Contents viii
List of Tables xiii
List of Figures xiii
Preface xiv
The researcher's presumptions, values, and experiences with regards to the study xiv
Definition of Key Terms xvi
Chapter 1: Introduction 1
1.1 Background to the Study 1
1.2 Legislative and Policy Context 4
1.3 Statement of the Problem 8
1.4 Research Aim 9
1.5 Research Objectives 9
1.6 Significance of the Study 10
1.7 Limitations of the study 10
1.8 Conclusion 10
Chapter 2: Literature Review and Theoretical Frameworks 12
2.1 Introduction 12
2.2 Social Inclusion in Sports for Youth with Intellectual Disabilities 12
2.3 Personal and Life Skills Development 14
2.4 Work Skills Development 15
2.5 Factors Enabling Livelihoods' Development Opportunities 16
2.5.1 Personal Factors 17
2.5.2 Environmental Factors 18
2.5.3 Social Relationships and Attitudes 19
2.6 Theoretical Framework 23

2.6.1 Social Model 24
2.6.2 Empowerment Theory 24
2.6.3 Ecological Model 26
2.6.4 Manfred Max-Neef's Human Needs Theory 27
2.7 Conclusion 28
Chapter 3: Methodology 30
3.1 Introduction 30
3.2 Research Design 30
3.3 Study Context and Study Population 31
3.4 Sample and Sampling Strategy 31
3.5 Inclusion/Exclusion Criteria 35
3.6 Recruitment and Enrolment 36
3.7 Data-gathering Methods 36
3.7.1 Phase 1: Pilot study of interview guides 36
3.7.2 Phase 2: Participant Observation 38
3.7.3 Phase 3: Semi-structured Interviews 39
3.7.4 Reflective Journaling 40
3.7.5 Walk of opportunities 41
3.8 Data Analysis 41
3.8.1 Participant Observations 41
3.8.2 Semi-structured Interviews 41
3.8.3 Reflective journaling 42
3.9 Ensuring Rigour of Qualitative Data 42
3.10 Ethical Considerations 43
3.11 Risks and Benefits 47
3.12 Research findings after the study 47
3.13 Conflicts of Interest 47
3.14 Conclusion 48
Chapter 4: Findings and Discussion – Part 1: I see myself working 49
4.1 Introduction 49
4.2 Sub-theme 1: Unveiling potential untapped livelihoods opportunities 50

4.2.1 Discovering livelihoods opportunities in sport 54
4.2.2 There is nothing! 58
4.2.3 The youths' potential enablers for employability 61
4.3 Sub-theme 2: Optimising livelihoods' development through sports participation 67
4.3.1 Training opportunities in sports 68
4.3.2 Building the self 71
4.3.3 Enhancement of skills 75
4.4 Discussion 78
4.5 Conclusion 81
Chapter 5: Findings and discussion – Part 2: They should do something! 83
5.1 Introduction 83
5.2 Sub-theme 1: What will become of them? 83
5.2.1 Anxiety about the future 84
5.2.2 I see him working 85
5.2.3 A call for more action! 88
5.2.4 Limited parental support 93
5.3 Sub-theme 2: Support and encouragement for work preparation 95
5.3.1 What are they saying about our children? 95
5.3.2 Raising the youths' spirits 97
5.3.3 Preparing them for work 100
5.4 Discussion 105
5.5 Conclusion 113
Chapter 6: Findings and discussion – Part 3: Hidden treasures in a disabling environment 114
6.1 Introduction 114
6.2 Sub-theme 1: Invisible and well-hidden resources 115
6.2.1 Remote and unseen location of training centres 115
6.2.2 Gender disparities due to remote location 116
6.3 Sub-theme 2: Ineffective policy implementation and monitoring 117
6.3.1 Lost opportunities for transition into work 118
6.3.2 Disconnected resources due to financial constraints 120
6.3.3 Government's apathetic approach towards youths' life skills' development 127

6.3.4 Possibilities for marketing of youths' capabilities 128
6.3.5 Inadequate involvement of civil society 129
6.4 Sub-theme 3: Disabling Attitudes 130
6.4.1 Location as a paradox of protection and segregation 130
6.4.2 The paradoxes of employing the youth 132
6.4.3 Contradictory family values and beliefs 137
6.5 Discussion 140
6.6 Conclusion 149
Chapter 7: Synthesis and thesis building 150
7.1 Introduction 150
7.2 Key findings of the study 152
7.3 Lost opportunities to youths' livelihoods development 155
7.4 My abilities are nothing without my opportunities 156
7.5 The 'one day wager' and lack of agency 161
7.6 What will become of them? 163
7.7 They must do something 169
7.8 Indifference towards the youths' livelihoods development 171
7.9 Implications of the study 174
7.10 Positionality and my new way of thinking 179
7.11 Conclusion 179
Chapter 8: Conclusions and recommendations 181
8.1 Introduction 181
8.2 Conclusions 181
8.3 Recommendations for further research 182
8.4 Strengths 183
8.5 Limitations 183
8.6 Dissemination 184
References 186
Appendices 202
Appendix A: Interview guide for youth with intellectual disabilities 202
Appendix B: Interview Guide for Parents: In-depth interview to describe the role of parents in shaping youth with intellectual disabilities' work options and skills development 203

Appendix C: Interview guide: In-depth Interview to describe the role of skills trainers in shaping the livelihoods development of youth with intellectual disabilities 204
Appendix D: In-Depth Interviews: The role of sports coaches in shaping the livelihoods development of youth with intellectual disabilities 205
Appendix E: Interview guide for sports managers and organisers 206
Appendix F: Observation checklist for youth with intellectual disabilities 207
Appendix G: Observation Checklist for 'walk of opportunities' at sports events and organisations 210
Appendix H: Observation Checklist to ascertain how youth with intellectual disabilities' personal and environmental factors shape their livelihoods development 211
Appendix I: Notice to students/parents/skills trainers that a research study involving observation is being conducted 213
Appendix J: Authorisation to conduct research at Zimcare Trust centres 215
Appendix K: Authorisation to conduct pilot study 216
Appendix L: MRCZ approval letter 217
Appendix M: Approval to conduct the study from the University of Cape Town, Faculty of Health Sciences, Human Ethics Committee 218
Appendix N: Informed assent for the youth 220
Appendix O: Informed consent for sports managers and organisers 225
Appendix P: Informed consent for parents of the youth 229
Appendix Q: Informed consent for skills trainers/sports coaches 232
Appendix R: Informed consent for sports managers to participate in the 'walk of opportunities' 236

List of Tables

Table 3.1 Description of the youths who participated in the study..... 32

Table 3.2 Objective, Method and Sample size..... 33

Table 4.1 Theme, sub-themes, and categories 49

Table 4.2 Information of youth with intellectual disabilities..... 50

Table 5.1 Theme, sub-themes, and categories related to roles of adults in shaping the skills development or work opportunities of youth with intellectual disabilities..... 83

Table 6.1 Theme, sub-themes, and categories related to the environmental factors 114

List of Figures

Figure 1.1 Map of the location of Zimbabwe in southern Africa (Van Coillie, 2012: online)..... 2

Figure 7.1 Summary of key findings 154

Figure 7.2 Factors contributing to the parents' fear and anxiety 164

Figure 7.3 Parents' lack of collective action towards their youths' livelihoods development ... 168

Figure 7.4 Summary of actions required to facilitate youth with intellectual disabilities' livelihoods development 178

Preface

The researcher's presumptions, values, and experiences with regards to the study

I view youth with intellectual disabilities as a disadvantaged group in Zimbabwe. I am an occupational therapist, with a master's degree in special needs education. I have participated in community-based outreach programmes in high-density communities in Harare relating to children and young adults with disabilities. This has given me the opportunity to interact and work with youth with intellectual disabilities and their caregivers. Through my experience as an occupational therapist, I have experienced that it is difficult for youth with intellectual disabilities to access vocational training or skills development in Zimbabwe as most tertiary institutions require one to have five O' levels to participate in tertiary studies and this is usually not the case for youth with intellectual disabilities. In my view, there are so many bottle necks for youth with intellectual disabilities to access vocational training, skills development, and work opportunities. They also face a great deal of discrimination that stems from their own homes. Parents would rather invest in the education of a typically developing child or youth than to invest in a child or youth with intellectual disabilities.

I am aware that my background as a person without disabilities places me in a position of privilege and I need to seek more understanding on issues to do with disabilities. My background as an occupational therapist enables me to understand some of the issues to do with disability. Nevertheless, I realise that I need to gain further understanding of the social injustices, stigma and discrimination youth with intellectual disabilities and their families face. Rose (2019) from the University of Toronto found herself in the same predicament when she was conducting her research with people with disabilities. As a non-disabled person and as an occupational therapist, she recognised that she was privileged, and there was an imbalance of power between her and her participants who were experiencing disabilities. Although Rose and I are of a different race and ethnicity as I am of African origin and I am black and her race is white Caucasian from Canada, I am also not disabled. Like Rose (2019), I had to rely on the information that I was being given by the youth with intellectual disabilities and their families who had first-hand experience with disability. I also had to engage my supervisors from the

Department of Disability Studies at the University of Cape Town to ensure that I focused on the issues that were surfacing from the research that had to do with the youth with intellectual disabilities' experience of living with a disability as opposed to drawing on my own professional knowledge as an occupational therapist. I also attended modules on disability studies throughout my studies as a doctoral student at the University of Cape Town so that I could better understand the disability discourse. I had to read widely on literature to do with disability studies and reflect critically on my research findings by making use of reflective journaling so that I had a better understanding of people with disabilities as experts of their own lives. Additionally, although I was not wealthy, the fact that I was employed in a professional position put me in a position of privilege as most of the youth and families that I was working with were from a low socio-economic status and facing marginalisation. I had to be aware of these privileges and be humble throughout the research.

My experiences as an orphan also heightened my interest in conducting a study that would explore the livelihood development of youth with intellectual disabilities. Both my parents died when I was attending my final years of high school. Had it not been for my relatives who intervened and ensured that I completed my high school and tertiary education, I would not have had adequate work skills to enter a professional career. I identify with the youth with intellectual disabilities because I believe that they also require interventions from their families and their communities to acquire work skills and work opportunities which would make them economically active.

I am passionate about enhancing the quality of lives of children and youths with disabilities and that is why I chose to undertake this research. I have had no previous direct acquaintances with the vocational training centres where I conducted my study.

Definition of Key Terms

Disability: This is defined as a 'long-term physical, mental, intellectual or sensory impairment which in interaction with various other barriers may hinder a person's full potential and effective participation in society on an equal basis with others.' (Article 2 of the UNCRPD, 2006).

Intellectual disability: This is defined as a marked reduced ability to comprehend new or complex information and to learn and apply new skills' (World Health Organization, 2015). The people-first language will be used in this study to name people/youth with disabilities or intellectual disabilities to promote inclusion and equality by emphasising individuals as people first rather than defining them by their impairment (Ziegler, 2020).

Livelihoods and work: The World Health Organization (2010) defines work under the Livelihoods component of the Community-Based Rehabilitation Guidelines as a productive activity which includes skills development, self-employment, financial services, and social protection. Its objectives include producing goods and services in exchange for a fair income and better prospects for personal development**.** The International Labour Organization (2015) defines work as an activity that is productive and delivers a fair income, security in the workplace and social protection for families, better prospects for personal development, social integration and equal opportunity and treatment for both males and females.

Skills development: This is defined as the attainment of practical competencies, know -how and attitudes necessary to perform a trade or occupation. Therefore, skills development is the process of acquiring skills and competencies which are relevant to the workforce, and which enhance an individual's employability (UNESCO, 2012)

Sport: An activity that can be casual or organised and aimed at expressing or enhancing physical fitness and mental well-being, creating social relations or obtaining results in competition at all levels (WHO, 2010). Community-Based Rehabilitation Guidelines put sport, leisure, and recreation together under its social component. Neither the definition of sports in the WHO, 2010 guidelines nor the policies on sports in Zimbabwe link the term 'sports' with livelihoods development.

Work opportunities: Nightingale (2002) refers to work opportunities as the strategies that enable people to acquire good jobs, keep jobs, succeed in the workplace, and become economically self-sufficient.

Youth: The National Youth Policy of Zimbabwe (2013) defines youth as any persons between the ages of 15 and 35 years. The study only focuses on youth between the ages of 18 to 35 years.

Chapter 1: Introduction

1.1 Background to the Study

The study sought to explore skills development opportunities for youth with intellectual disabilities in Zimbabwe that can occur through their participation in sporting events and organisations. In this chapter, the aim, objectives, background, and scope of the study is described. The significance of the study is also discussed.

Zimbabwe is a landlocked country that is in Southern Africa (see Figure 1.1 for the map of Zimbabwe). Zimbabwe is located between the Zambezi and Limpopo Rivers, and it shares borders with South Africa, Botswana, Zambia, and Mozambique (Nations Encyclopedia, 2021). Although youth with intellectual disabilities constituted the 4th highest group of people with disabilities in Zimbabwe (Ministry of Health and Child Care, 2014), they are often one of the most marginalized and discriminated groups regarding career guidance, skills development, and employment opportunities (Samson & Chifamba, 2013). It was important to devise measures to ensure that youths with intellectual disabilities can participate in work.

Figure 1.1 Map of the location of Zimbabwe in southern Africa (Van Coillie, 2012: online)

Youth unemployment was one of the greatest challenges being faced by Zimbabwe (Mukuhlani, 2014). The 2012 population census showed that youth aged 15-34 years constituted 84% of the unemployed population. Only 9% of the employed youths were in formal employment (Zimbabwe National Statistics Agency, 2012). With such a high informal employment rate amongst youth, it became pertinent to explore sports or work associated with sports as a strategy for creating pathways for work opportunities for youth with intellectual disabilities.

Butterworth et al (2014) from the United States (US) commented that the minority of youth with intellectual disabilities who did go to school ended up graduating and staying at home at the end of their academic career as their employment opportunities were bleak. Furthermore, a study conducted by Cramm, Lorenzo and Nieboer (2014) revealed that youth with intellectual disabilities rarely stay in school from primary through to secondary school compared to non-disabled youth. Whilst poverty is generalised in Zimbabwe, persons with disabilities have a

higher prevalence of poverty (International Labour Organisation, 2015). Youth with intellectual disabilities have largely been excluded from formal education and employment (McKonkey, Dowling, Hassan & Menke, 2013).

Employment is a fundamental right for everyone, including people with disabilities and an essential step towards one's overall empowerment, independence, social inclusion, and wellbeing (Opoku et al, 2017). Scheef (2016) is of the opinion that youth with intellectual disabilities can be an asset in the workforce, yet they often find themselves unemployed. Although individuals with intellectual disabilities can make a valuable contribution in employment, major changes to the employment situation regarding government policy, workplace practices and vocational preparation of youth with intellectual disabilities is necessary (Lysaght, Cobigo & Hamilton, 2012). Lysaght et al (2012) commented that persons with intellectual disabilities are usually highly motivated to work. Further research was required to identify best practices of creating work opportunities for youth with intellectual disabilities (Lysaght et al., 2012).

Well-designed sport-based initiatives are a cost-effective and practical means to achieve objectives in the development of youth; yet the potential for sport has not yet been fully realised (United Nations, 2003). Participating in sports can provide numerous benefits for youth with intellectual disabilities. Sport can contribute enormously to the employment, economics, and local development of a country (United Nations, 2003). In the United Kingdom (UK), sports contributed 20, 3 billion pounds to their economy, it was placed amongst the top 15 industry sectors in England while in 2010, 400 000 people in England were employed in sport-related jobs (Sport England, 2013). Although Zimbabwe is a developing country with less dispensable income than that of the UK, it was worth investigating whether participation in sporting events and organisations for youth with intellectual disabilities could enable youth with intellectual disabilities in Zimbabwe to become economically active. Sports could also teach transferable skills that can be used in life skills development for youth. This could be relevant in a work setting. For the sports coaches to train skills that are transferable, the youths' participation in sports needs to be intentionally designed to do so (Forneris, Kendellen & Bean, 2016).

Warner, Robinson, Heal, Lloyd, Mandigo, Marika and Lennox (2020) from Canada viewed employment training strategies that are linked to youths who face barriers in sport participation as promising strategies to enhance the youths' work readiness, life skills and employment

opportunities in a North American urban context. It was interesting to perform this study in Zimbabwe to explore whether youth with intellectual disabilities would realise the same livelihood development benefits from participating in sport.

1.2 Legislative and Policy Context

Policies are rules or principles that guide decisions made by government to enhance a community (Bouvier, 2008). The policies may not necessarily be laws; however, they can lead to laws (Bouvier, 2008). It was critical to consider the policy context of Zimbabwe in this study as the policies and the legislation of a country can have a profound impact on the portion of resources and rights youth with intellectual disabilities have access to, which can either hinder or enhance their livelihoods development.

Article 30 of the UNCRPD pronounces that member states of the United Nations should put measures in place to enable youth with disabilities to participate on an equal basis with others in mainstream and disability-specific sport (UN, 2006).

Article 27 of the UNCRPD (UN, 2006) states that persons with disabilities have a right to work on an equal basis with others and employment opportunities and career advancement should be provided for persons with disabilities to have effective access to general technical and vocational guidance programs and placement services in member states.

Zimbabwe is a signatory to the UNCRPD (UN, 2006). In fact, the disability movement in Africa began in Zimbabwe. This movement is a product of the post-independence era and started in the 1970s when a group of persons with physical disabilities began to organize themselves in a long-term healthcare facility in which they lived and worked (Frantz, 2011). The disability movement in Zimbabwe led to the formation of an Act on disability called' the Disabled Persons Act (1992).

The Community-Based Rehabilitation (CBR) Guidelines of the World Health Organization (WHO) (2010) are a strategy for community-based rehabilitation, which has a strong emphasis on inclusive development. These guidelines consider the principles of the United Nations Convention on the rights of Persons with Disabilities to include all persons with disabilities in

development initiatives and to discourage practices that are discriminatory towards persons with disabilities (WHO, 2010).

The Disabled Persons Act of Zimbabwe (1992) aims to achieve equal opportunities for people with disabilities by ensuring that they obtain education and employment, participate fully in sporting and recreation activities, and are afforded full access to community and social services. However, the Act does not give clear guidelines on implementation strategies to achieve equal work and sporting opportunities for people with disabilities. The 'Disabled Persons Act' is also defective at it does not make use of the People first terminology of the social model, which emphasizes viewing persons with disabilities as people first, rather than defining the by their impairment.

The National Disability Policy (2020) was launched to substitute the outdated Disabled Persons Act (1992) with the purpose of addressing barriers, marginalization, and discrimination of persons with disabilities, which results in them not being able to function at their optimal levels, to fend for themselves and their families and to contribute to the Zimbabwe national agenda as citizens of Zimbabwe. The National Disability Policy (2020) aims to mainstream disability in all laws, policies, guidelines, programs, and interventions to ensure that they are inclusive of and accessible to persons with disabilities. The National disability Policy (2020) also aims to ensure that the laws and policies in Zimbabwe address the rights and concerns of persons with disabilities and aims to ensure that all planning, designing, budgeting, implementing, monitoring and evaluation of laws, policies, programs, guidelines, and interventions, across all sectors are inclusive of and accessible to persons with disabilities. The National Disability Policy (2020) also aims to raise awareness and facilitate transformation within the State and all institutions and agencies of government, all sectors at every level, and society regarding disability issues. The policy also aims to guide and support self-representation of persons with disabilities, including that of women and children with disabilities.

With regards to economic empowerment, the National Disability Policy (2020) pronounces that discrimination against persons with disabilities based on disability matters concerning all forms of employment, including recruitment, hiring and employment, retention, career advancement and safety and health conditions is an offence. The Policy also encourages organisations in all sectors to strive to ensure that a minimum of 15% of their workforce are persons with disabilities.

The policy also states that persons with disabilities must be employed based on skills, merits, qualifications, knowledge, and abilities, and not just based on the impairment and that reasonable accommodations must be provided to persons with disabilities. Persons with disabilities must have access to information on the provision of reasonable accommodations and the process of requesting it (including at the recruitment phase). Appropriate technical and vocational guidance, training and continuing professional development must be provided to persons with disabilities. The principle of equal pay for work of equal value must be applied – remuneration should not be differentiated based on disability. Employers must promote the provision of accessible organisation transport to enable easier travel of persons with disabilities to and from work. Persons with disabilities must have access to vocational and professional rehabilitation, job retention, and return-to-work programs. Persons with disabilities and their families must be empowered so that they use various resources including local resources to effectively and efficiently uplift their own standard of living as well as contribute towards the mainstream national development agenda (National Disability Policy, 2020).

The National Disability policy also states that appropriate and effective measures must be taken to eliminate provisions and practices which restrict or deny persons with disabilities control of their own financial affairs – ensure and enable equal access to bank loans, mortgages, and other forms of financial credit. Conditions of providing financing must take note of the fact that persons with disabilities are generally poor, hence they may not have assets to provide as collateral. Economic empowerment and self-reliance through incentives, tax exemptions, excise duty exemptions, procurement of goods and services from enterprises of persons with disabilities must be fostered by various stakeholders including government entities. Disaggregated data about the employment of persons with disabilities by all sectors, must be submitted to the Department of Disability Affairs, Ministry of Public Service, Labour and Social Welfare, in November of each year, to enable consolidation of statistics in the national disability database (National Disability Policy, 2020). The National Disability policy is more comprehensive and provides wide ranging guidelines and monitoring on the economic empowerment of persons with disabilities than the Disabled Persons Act (1992). However, there is still a gap on the implementation process of the policy and how laws will be enforced if persons with disabilities are discriminated, and their rights are not respected.

Regarding participation of persons with disabilities in sport in the National Disability Policy (2020), sporting interests, talents, and skills of persons with disabilities must be promoted and supported. Sporting instruction must be provided to persons with disabilities and must also be registered with the Department of Disability Affairs – Ministry of Public Service, Labour and Social Welfare. Participation, to the fullest extent possible, of persons with disabilities in mainstream sporting activities at all levels must be encouraged and promoted. All sporting venues and activities must be accessible to persons with disabilities, both in terms of physical infrastructure, information, and communication. Persons with disabilities must be involved in national sporting programs, not just as spectators but as planners, implementers, and active participants. Information that relates to the involvement of persons with disabilities in national and international musical and sporting programs must be submitted to the Department of Disability Affairs in the Ministry of Public Service, Labour and Social Welfare in November of each year (National Disability Policy, 2020). The implementation of these policy guidelines is insufficient.

The amended constitution of Zimbabwe (2013) recommends that the state and all institutions and agencies of the government at every level must take reasonable measures, including legislative measures to secure, respect, support and protect the rights of persons with disabilities and treat them with dignity. The amended Zimbabwean constitution (2013) encourages the state and all institutions and agencies to assist persons with disabilities to reach their full potential and minimize the disadvantages suffered by them. The Constitution encourages the development of programs for the welfare of persons with disabilities, especially suitable work programs, provide reasonable accommodations and improve the quality of life of persons with disabilities. The Zimbabwean Constitution (2013) also pronounces that buildings and services must be accessible to persons with disabilities. However, the Constitution mentions that these provisions to persons with disabilities are subject to the limits in resources available to the State and other institutions or agencies. Consequently, provisions to persons with disabilities are subject to interpretation and it becomes difficult to hold anyone accountable for not providing for persons with disabilities as stated in the Zimbabwean Constitution (2013).

Although the Zimbabwe Youth Policy (2000) and the Sports and Recreation Commission Act (1991) mentions the provision of equal opportunities for youth with intellectual disabilities regarding sport and work, both are silent on the implementation process.

1.3 Statement of the Problem

Zimbabwe has a high unemployment rate with youth aged between 15-34 years constituting 84% of the unemployed population (Mukhlani, 2014). Although there are policies that speak on the right to participate in sport and work opportunities in Zimbabwe for youth with intellectual disabilities, there is little information to guide the implementation of existing policies. Youth with intellectual disabilities are often discriminated against regarding skills development and work opportunities (Traina, 2018).

Participation in sport for skills development is a new concept that has not been fully explored in Zimbabwe and it was worth investigating whether participation in sport could allow youth with intellectual disabilities to become economically active. Hsu (2004) commented that if sport is to build a particular character in youth, then it must be intentionally designed to do so.

Little is known regarding the participation of youth with intellectual disabilities in sport to facilitate work skills development (Lorenzo et al, 2019). Traina (2018) from Ireland also highlighted that youth with intellectual disabilities are an understudied population worldwide and thus conducting a study on the youth has the potential of providing new and useful knowledge. Studies that focus on skills development for youth with intellectual disabilities who participate in sports are scarce (Cybulski et al, 2016). There is insufficient information regarding youth unemployment, especially youth with intellectual disabilities, and the policies as well as strategies to address unemployment in Zimbabwe are now outdated (Victoria, 2012). Life skills training on the prevention of HIV/AIDS for youth with disabilities was conducted at the Paralympic Games in Zimbabwe (Sports and Recreation Commission Zimbabwe, 2014). It became worthwhile to explore whether participation in sporting events and organisations for youth with intellectual disabilities could be a platform to train for livelihood development.

This study sought to answer two **research questions:**

- What skills development for youth with intellectual disabilities may occur through participation in sporting activities?
- How do opportunities for skills development prepare youth with intellectual disabilities to become economically active?

1.4 Research Aim

The aim of the research was to explore how participation in sports activities enabled youth with intellectual disabilities to access livelihood opportunities so as to become economically active.

1.5 Research Objectives

The objectives of the study included the following:

- To identify possible skills development opportunities for youth with intellectual disabilities in sports activities in Zimbabwe.
- To describe personal factors of youth with intellectual disabilities that enable them to access skills development opportunities.
- To identify environmental factors that enable youth with intellectual disabilities to access activities that enable them to become economically active.
- To determine the role of family, caregivers, and guardians in shaping the elements of the livelihoods development of youth with intellectual disabilities.
- To determine the role of teachers in pre-vocational skills development opportunities for youth with intellectual disabilities.
- To determine the role of sports coaches in shaping the livelihoods development of youth with intellectual disabilities who partake in sports activities.
- To propose changes that will facilitate inclusive livelihoods and social development practices for youth with disabilities to become economically active.

1.6 Significance of the Study

This study could assist youth with intellectual disabilities and their parents, skills trainers, sports coaches, and sports managers to identify skills development opportunities for youth with intellectual disabilities that can be availed through the youths' participation in sports activities. The skills development opportunities identified in sports activities could be used by skills trainers and sports coaches to design programmes within sports activities to prepare the youth to become economically active. The increase in awareness could result in more action regarding empowering youth with intellectual disabilities and their livelihood development. The research could also result in sporting organisations' involving more youth with intellectual disabilities in sport for skills development and work opportunities and a guiding policy on how to implement skills development of youth with intellectual disabilities to ensure inclusive policy implementation.

This study could also augment the body of knowledge in Disability studies regarding how to enhance the livelihoods development of youth with intellectual disabilities. The study could also add to the body of knowledge of how the social model, empowerment theory, ecological model and the social capital theory could be applied to enhance the livelihoods development of youth with intellectual disabilities.

1.7 Limitations of the study

This study was only carried out at two vocational schools in an urban setting and not in a rural setting. The sports and livelihoods' opportunities in a rural setting could have been different from those in an urban setting where the research was conducted as a rural setting in Zimbabwe has fewer sporting facilities. The study was limited to youths with intellectual disabilities in special vocational training centres that were only meant for people with intellectual disabilities. Thereafter it did not include youths who were in inclusive vocational training centres or schools.

1.8 Conclusion

This section provided a justification of why it is important to conduct the study. There is a high unemployment rate amongst youth with intellectual disabilities and amongst all youth in general

in Zimbabwe. Consequently, it was necessary to find effective ways to develop these youths' opportunities to become economically active as the engagement in work activities is a basic human right. Sports participation initiatives that are well designed were viewed to have the potential to enhance youths' skills development (United Nations, 2003).

The next chapter provides a review of studies that have been published by various researchers in youth with intellectual disabilities and skills development and vocational training in sports events and organisations.

Chapter 2: Literature Review and Theoretical Frameworks

2.1 Introduction

This chapter sought to establish previous studies that have been published in youth with intellectual disabilities and opportunities for their livelihoods' development to enhance employability through sports events and organisations. The social model of disability conceptual framework, empowerment theory, ecological model, and Max-Neef's human needs theory provided theoretical lenses in this study. The CBR Guidelines of the World Health Organization (WHO, 2002) were also used to provide insight for livelihoods and social development. Please refer to the legislative and policy context in chapter one under section 1.2. The literature review was performed using the google search engines, particularly, google scholar.

2.2 Social Inclusion in Sports for Youth with Intellectual Disabilities

Majoko (2019) conducted a multiple case study in the Midlands province of Zimbabwe to see what practices teachers were employing to include children with disabilities in sports activities and he found that teachers were using social grouping of children with and without disabilities together to teach social inclusion. Additionally, the teachers were teaching children with and without disabilities Afrocentric values of ubuntu, that is, respect and accommodation of human diversity, including persons with disability during sports activities.

Amaniampong (2017) performed a study in Ghana, and she also found that participation in sports promotes social inclusion among children with and without intellectual disabilities.

McConkey et al (2013) conducted a study to evaluate the outcomes from the Unified Sports program of the Special Olympics in five countries including Germany, Hungary, Poland, Serbia, and Ukraine. The Unified Sports program of the Special Olympics involves pairing youth with intellectual disabilities who are referred to as athletes, with youth without disabilities who are referred to as partners of the same skill level. The athletes and the partners play alongside each other in sports teams for training and in competitions to promote the social inclusion of youth with intellectual disabilities. The Unified Sports program of the Special Olympics combined youths with intellectual disabilities and youths without intellectual disabilities to investigate whether sports participation could result in social inclusion. They found that unified sports do

provide a vehicle for social inclusion and for social capital for youth with intellectual disabilities. Connections with adults from the wider community can also assist them to access information about vocational skills training and work opportunities.

It was also found that youths without intellectual disabilities benefitted from playing sports with the youths with intellectual disabilities by improving on their communication skills with youth with intellectual disabilities and from feelings of altruism gained by assisting the youths who were a disadvantaged group. The study also found that the attitudes of the youths without disabilities who played with the youths with intellectual disabilities changed and they were better able to work with them. The youths with intellectual disabilities and youth without disabilities were treated equally, thus reducing stigma. The unified games also raised awareness of the needs of youths with intellectual disabilities. Van Asselt Goverts et al (2014) from the Netherlands also found that leisure activities such as sports can enhance the social inclusion of youth with intellectual disabilities.

Additionally, Unified Sports leads to a greater awareness and understanding of disability, which can result in increased tolerance for diversity towards youth with intellectual disabilities in communities (Jeanes et al, 2019). This increased tolerance for youth with intellectual disabilities could enhance their inclusion in work opportunities.

Darcy and Dowse's (2013) study that was conducted in Australia identified more social benefits of youth with intellectual disabilities participating in sports such as spending enjoyable time with family and friends as opposed to acquiring work skills during participation in sports. Eime, et al (2013) from Australia conducted a literature review and also found that participation in sports for youth in general enhances social interactions. A study conducted in Melbourne and Victoria in Australia found that participation in sport for youth with intellectual disabilities allows for independence as the youth engage in social interactions that are not dictated by their parents or caregivers as is often the case in other aspects of the youths' lives (Jeanes et al., 2019).

2.3 Personal and Life Skills Development

Rugoho (2019) commented that participating in sports enables men with disabilities in Zimbabwe, who are often perceived from a charity model of pity and recipients of handouts to express their masculinity. Participation in sports also boosted men with disabilities' self-esteem. The men had disabilities in general and not necessarily intellectual disabilities.

Musangeya and Muchechetere (2013) also performed a qualitative study of girls in Zimbabwe and found that participation in sports for girls empowers them and helps the girls to resist male domination in sport. Participation in sports also changes their physique so that they are stronger. Musangeya et al's (2013) was focused on girls in general and not necessarily on youth with intellectual disabilities.

Hall and Therone (2016) conducted a study in Gauteng province of South Africa to ascertain how school environments facilitate resilience among adolescence with intellectual disabilities and they found that sports was one of the ways that built resilience as well as self-confidence in the youth with intellectual disabilities.

A study performed by Kurwana (2019) on life skills development through participation in volleyball in Botswana confirmed the development of life skills through sports. Their findings indicated that the youth learnt how to handle pressure, resilience, self-confidence, and teamwork through sports participation. However, this research focused on youth in general and not youth with intellectual disabilities.

Darcy and Dowse (2013) conducted a study with youth with intellectual disabilities in Australia and found that their participation in sports created a sense of achievement for the youth which in turn, built confidence and self-esteem. Participation in sports was also seen to enhance learning and the development of new skills. Furthermore, Chinkov and Holt (2016) from Canada conducted a study on adults aged between nineteen and fifty-four years old, who participated in the Brazilian sport of jiu-jitsu and found that their life skills in areas such as having respect for others, perseverance and adopting healthy habits were enhanced. However, their study did not specifically focus on youth with intellectual disabilities.

Participation in Youth Unified Sports for youths with intellectual disabilities was also found to enhance their self-esteem and confidence as well as improving their communication skills (McConkey et al., 2012). Eime et al. (2013) from Australia also found that youths had increased self-esteem and fewer depressive symptoms. However, the study by Aime et al. (2013) considered youth in general and not specifically youths with intellectual disabilities. In addition, a study in Australia where four youths with intellectual disabilities were involved in in-depth interviews to explore the role that their participation in sports played in negotiating disability, identity and belonging, found that participation in sports could also enhance the leadership skills of youths with intellectual disabilities (Smith, Wedgewood, Llewellyn & Shuttleworth, 2015). Furthermore, Njelesani et al (2015) conducted a study in Zambia which revealed that participation in sports could benefit all types of people, including youths with intellectual disabilities, which could result in enhanced skills' development and poverty reduction.

A study conducted by Lorenzo et al (2019) in South Africa found that the social skills and the life skills that are learnt by youths with disabilities through participation in sports enhance their livelihoods development. The study by Lorenzo et al. (2019) compared rural and urban contexts across all impairments whereas this study that I conducted only looked specifically at youth with intellectual disabilities in an urban context. Alesi and Pepi (2017) conducted semi-structured interviews with thirteen parents of youth with intellectual disabilities in Italy and found that their participating in sports allows for opportunities for success and builds a sense of self-confidence and self-efficacy, determination, and a reduction in anxiety. Participation in sports has also been linked with improved cognitive performance such as increased speed of information processing, planning, working memory and behaviour control (Alesi et al., 2017).

2.4 Work Skills Development

Work skills development and work opportunities for youth with intellectual disabilities are generally limited. Opoku et al (2017) conducted a study in Kenya to explore access into employment for persons with disabilities. Their findings revealed that work opportunities for persons with disabilities were limited. Factors responsible for limited work opportunities

included limited access to information on work opportunities, negative attitudes, an inaccessible work environment, low educational qualifications and legislation that is ineffective regarding the employment of people with disabilities. Opoku et al. (2017) believed persons with disabilities are often denied the opportunity to engage in meaningful work. Although this study focused on people with physical, hearing, and visual impairment only, it offered useful insights into the access of work opportunities that could be explored for youth with intellectual disabilities.

I did not come across any studies that focused on participation in sports for youths with intellectual disabilities and how this participation could enhance their livelihoods development. McKenzie, McConkey and Adnams (2013) conducted a study in South Africa and commented that studies that focused on intellectual disability in the African context were inadequate as few indigenous studies have been conducted. They asserted that research into people with intellectual disabilities was mainly performed in affluent countries in the Global North where they have more resources to conduct such research; however, the realities of people with intellectual disabilities in the Global North and the Global South were markedly different and hence misunderstood. Consequently, there was need to conduct this study to highlight how youth with intellectual disabilities in an African context could enhance their livelihoods development through participating in sports.

2.5 Factors Enabling Livelihoods' Development Opportunities

In this section, the environmental and personal factors that enable youth with intellectual disabilities to access livelihoods development are discussed. According to the World Health Organization's (WHO) International Classification of Functioning (ICF) (2002), environmental factors refer to the barriers or facilitators in the environment which can either facilitate or hinder capacity and performance of actions and tasks in daily living. Environmental factors include the physical, social, and attitudinal environment in which people live and conduct their lives (WHO ICF, 2002). Personal factors refer to gender, age, social background, education, profession, past and current experiences, overall behaviour and character as well as any other factors that have a bearing on how disability is experienced by an individual (WHO, ICF, 2002).

A literature review on the personal factors that shape youth with intellectual disabilities' livelihoods development follows.

2.5.1 Personal Factors

Foley et al (2012) conducted a study in Australia to identify gaps in the transitioning of youths with intellectual disabilities from school to post-school by conducting literature reviews. They found that personal factors that facilitate their transition into work and adulthood were self-determination, self-awareness, self-advocacy, and active engagement during the transition. Trigt, Kool and Schipper (2016) also conducted a study in the Netherlands using semi-structured interviews and focus groups. They found that facilitators for transition for youths with intellectual disabilities include planning and goal setting for the transition, and effective coping strategies and social supports which reduces their stress, anxiety and increases resilience.

Bartinowska, Cwirynkalo and Boroska-Beszta (2017) conducted in-depth interviews with forty-six male youths in Poland and found that insufficient knowledge and awareness of work skills options and work opportunities, limited cooperation of the youth, limited post-school options and limited awareness of their own disabilities were found to be barriers for youth with intellectual disabilities' transition into adulthood and work. Castillo and Fischer (2019) conducted a study in the US to explore the influence of personal factors on the abilities of people with a range of disabilities to be self-employed. They found that a proactive personality, an optimistic attitude, and an ability to be innovative enhanced the chance of people with disabilities' chances of being self-employed. Holwerda, Van der Klink, Boer, Groothoff and Brouwer (2013) conducted a study in the Netherlands on the predictors of work participation of youths with mild intellectual disabilities. They identified the youths' motivation, future expectations regarding prospects of promotion and their conditions as factors influencing youth obtaining and maintaining employment for at least six months. Personal and social factors, for example, self-esteem and family and social support have been seen as important in securing employment for youth with intellectual disabilities (Holwerda et al., 2013).

Environmental factors that shape youth with intellectual disabilities' livelihoods development are mentioned next.

2.5.2 Environmental Factors

Nhamo and Sibanda (2019) conducted a study in Gokwe south in Zimbabwe on persons with disabilities and the barriers they encounter towards sports participation. They performed a mixed method stusy using interviews and observations. Their research participants were persons with disabilities who were fifteen years and older. Nhamo and Sibanda (2019) found that persons with disabilities encountered many challenges to participating in sports, including limited awareness of sports participation of persons with disabilities, inadequate funding, insufficient support from significant others, limited appreciation of the value of sports, inadequate availability of assistive devices, poor training equipment, limited access to sports venues for persons with disabilities and the role of the sports coach who had limited knowledge on how to train persons with disabilities. This study looked at persons with disabilities in general and not specifically at persons with intellectual disabilities.

Peta (2018) commented that persons with disabilities in Zimbabwe are generally at risk of being refused enrolment in schools and access to employment opportunities based on their disability. Frantz et al (2011) conducted a quantitative study in Kenya to ascertain the participation and inclusion of children with disabilities in sports and found that children with disabilities participated much less in sports than their peers without disabilities. The barriers children with disabilities encountered to sports participation were that there was inadequate adaptation of the sporting activities to enable children with disabilities to participate. There was insufficient provision of the correct clothing and sports equipment for children with disabilities. Amaniampong (2017) conducted a study in Ghana, and she also found that barriers to sport participation for children with intellectual disabilities included inadequate sports facilities, insufficient number of sports coaches who are trained to coach children with intellectual disabilities and negative attitudes and perceptions of schoolteachers.

Musangeya et al (2013) performed a qualitative study on girls who participate in sports in Zimbabwe and found that empowerment from male dominance of girls is possible if the

differences between men and women are acknowledged, sport activities are modified to meet the girls' tastes and needs, they have freedom in choosing the activities they participate in and their physique changes positively. As mentioned earlier, Musangeya et al (2013) study focused on girls in general and not necessarily on youth with intellectual disabilities. However, insights gained from their study could shed light on how environmental factors can influence sports participation in youth with intellectual disabilities who also face oppression from persons without disabilities.

Bartniwoska et al. (2017) from Poland found limited local opportunities such as an inadequate number of schools or potential places of employment and a high unemployment rate as barriers to youth with intellectual disabilities accessing livelihoods' development opportunities. Environmental factors that Bartinowska et al. (2017) found to hinder youth with intellectual disabilities' transitions into work were lack of trustworthy people in the environment who could enhance the aspirations of the youth.

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A discussion of the role of parents, skills trainers, sports coaches, and sports managers in shaping youth with intellectual disabilities' participation in sports for livelihoods development follow. examined. The next section also considers the roles of the social relationships and attitudes that shape the livelihoods development of youths with intellectual disabilities.

2.5.3 Social Relationships and Attitudes

Youths with intellectual disabilities routinely experience barriers to participating in sports events. Chiome, Chadamoyo and Mudyahoto (2011) conducted a study in urban and rural Masvingo Province in Zimbabwe, and they found that students with disabilities are often excluded from sports participation. They also described the values and norms in schools in Zimbabwe as being exclusionary to the participation in sport of youths with intellectual disabilities. Although youths with intellectual disabilities face barriers to participating in sport, it was worth conducting a study to find out whether their participating in sports events and organisations enables their skills development and ability to be economically active. If this was the case, ways to promote more sports participation amongst youth with intellectual disabilities should be explored. Studies that

investigated personal and environmental factors that enabled youths with intellectual disabilities to participate in sports for skills development and work opportunities are limited and require further investigation.

Samson and Chifamba (2013) conducted a study in all special needs schools in urban and rural Masvingo, Zimbabwe and found that career guidance for youth with intellectual disabilities is inadequate. It is usually covered under basic life skills because there is an expectation by the educationists that these youths cannot do anything beyond cleaning themselves and their environment.

Lorenzo and Cramm (2012) performed a study that revealed the barriers to accessing skills' development for youth with disabilities were inadequate support for teachers and parents in developing the skills to execute inclusive education as well as limited information on the availability of bursaries and other sources of funding. Other barriers for transition into work for youths with intellectual disabilities that Bartnikowska et al (2017) from Poland identified were the parents of the youths' inadequate knowledge about work skills' options and work opportunities, poor cooperation among parents and the parents' low expectations about the future of their children with intellectual disabilities.

Lorenzo et al (2019) conducted a study in urban and rural Western Cape Province in South Africa and found that family were the catalysts that effected social and economic changes for their youth with disabilities. Their study focused on both the youths with various disabilities, including youth with intellectual disabilities, and their parents. The parents were usually part of non-governmental organisations that assisted people with disabilities with skills' development. The study also revealed that whilst the mothers of youth with disabilities were actively involved in their children's skills' development, there was limited involvement from the fathers although this trend was gradually changing.

A study performed in the US found that youths with intellectual disabilities were more likely to encounter unemployment, underemployment, and segregated jobs after exiting school (Carter et al, 2010). Choruma (2007) conducted a study on the lives of people with disabilities in Zimbabwe and found that the high rate of unemployment among people with disabilities was due to their lack of qualifications and discrimination by employers. Lysaght, Quellete-Kunt and Lin (2012) from Canada conducted a literature review relevant to the employer perspectives on the

inclusion of persons with intellectual disabilities and found that further research was required to identify career opportunities for youths with intellectual disabilities.

A study by Blustein, Carter and McMillan (2016) among parents of children and youths with intellectual disabilities in the US, they found that 83 % of the parents thought it was very important that their children should find employment as a post-school outcome. Traina (2018) highlighted that people often have low expectations for youths with intellectual disabilities which hinders the youths' livelihoods development. It was worthwhile to investigate how the role of schoolteachers, sports coaches, and parents of youth with intellectual disabilities shapes these youths' skills development and work options as they are influential adults to youths with intellectual disabilities who participate in sports.

Parental expectations have been found to be strong predictors of post-school outcomes regarding employment outcomes for youth with intellectual disabilities (Simonsen & Neubert, 2013). Gilson, Carter, Bumble and McMillan (2018) conducted a study in Tennessee in the US on family perspectives of integrated employment for youth with intellectual disabilities and found that parents prefer inclusive, open labour market employment as opposed to sheltered employment for their children. Additionally, the parents valued their children's personal satisfaction and opportunities for social interaction over rates of pay of working hours.

A study conducted by Aslan (2018) in Turkey to examine the attitudes of both parents and special needs teachers on the participation of youths with intellectual disabilities in sports revealed that both special needs teachers and the parents of the youths were positive about their participation in sports. However, the parents of youths with intellectual disabilities were more positive towards the youths' sports participation than the special needs teachers. This study did not link the youth's participation in sports to work skills development.

The role of the family members is also essential in assisting the youth with transition from school to work, offering career guidance, assisting the youth with intellectual disabilities to find work, shaping their aspirations as well as offering moral support to maintain employment (Howlerda et al., 2013; Gilson, Carter, Bumble & McMillan, 2018). McGarty and Melville (2018) from the University of Glasgow in the UK are also of the opinion that parents have an important role in supporting activities in which their children with intellectual disabilities engage in. Similarly,

Willis et al (2017) conducted a study in Norway with children and youths with a range of disabilities, including intellectual disabilities. They found that the families' involvement in sports activities of youths with intellectual disabilities was essential for the youths' performance and advancement in sports. The families' involvement in their children with intellectual disabilities also enhanced the youths' outcomes, even in terms of skills' development through sports participation. Willis et al. (2017) also mentioned that youths with disabilities face many barriers to sports participation. Nevertheless, they also identified facilitators to sports participation for the youths as the presence of parental support and motivation, participating in sports as a family, and parents creating opportunities and advocating for their children with disabilities to participate in sports.

A study conducted by Cybulski et al (2016) in Canada on how sports coaches for youths with intellectual disabilities in Special Olympics shape these youths' life skills revealed that sports coaches teach the youth that participation in sports is not all about winning. Instead, the coaches created a fun, inclusive and encouraging environment where the youths could learn skills such as fair play, sportsmanship, and healthy living. The study also revealed that sports coaches play an advocacy role to youths with intellectual disabilities by ensuring that they are included in sports participation, even if they must make adaptations to the sport. Sports coaches also modelled good behaviour to the youths. In addition, the sports coaches provided the youths with opportunities to showcase their athletic skills and to practice leadership skills which helped to enhance the youths' self-confidence. The study further found that sport coaches who train youths with intellectual disabilities make use of teachable moments to teach life skills; for example, if one team member disappoints the team by not showing up for a sports event, the sports coach may teach about being responsible, dedication and teamwork. The sports coaches also taught the youth about coping skills during frustrating or stressful events that occurred during sports participation. The sports coaches further taught youths on volunteerism; for example, asking the youths to keep score of a match when they were not playing. However, this study only focused on the sports coaches as participants; the youths with intellectual disabilities did not give their input.

Camire, Forneris, Trudel and Bernard (2011) from the University of Ottawa in Canada argued that sports coaches play a significant role in facilitating or hindering youth development. However, most sports coaches have training or knowledge that is inadequate to structure suitable environments to facilitate youths' development. It becomes useful to investigate the strategies that sports coaches in my study used to facilitate youth with intellectual disabilities' livelihoods development and whether these strategies were effective.

In summary, literature revealed that participation in sports for youth with intellectual disabilities enhance their social inclusion. Participation in sports also boosts the youths' self-esteem and confidence. In some instances, sports participation has empowered girls to resist oppression or male dominance in sports. Sports can also promote resilience. However, studies that have looked at sports participation to promote livelihoods development were scarce and even scarcer in the context of Africa.

Literature also revealed the barriers that youth with intellectual disabilities faced in the environment and regarding societies' attitudes, which included inadequate support, limited awareness of the needs of the youth to participate, poor training equipment, inadequate access to sports venues and attitudes that were exclusionary to persons with disabilities. The theoretical frameworks that were employed in the study follow next.

2.6 Theoretical Framework

The theoretical frameworks that were employed in this study included the social model of disability, empowerment theory, ecological model, and Manfred Max-Neef's human needs theory. The CBR Guidelines of the World Health Organization were also used as a conceptual framework. Youth with intellectual disabilities are still subject to considerable discrimination and stigma (Patel & Rose, 2014). The social model of disability asserts that people are not disabled by their impairments but by the social barriers they face in their environment (Oliver, 2013). The social model encourages the eradication of barriers that are disabling to persons with disabilities regarding societal attitudes, stigma and discrimination and access to transport, public buildings, and other services (Oliver, 2013).

2.6.1 Social Model

The social model does not deny the relevance of appropriate medical, rehabilitative, employment or educational interventions. Instead, it draws attention to limitations people with disabilities may face towards their empowerment. The social model of disability intentionally shifts attention away from the functional limitations of individuals with impairments to the problems caused by disabling environments, barriers, and cultures (Barnes, 2012). The social model of disability is a tool which provides insight into the disabling tendencies of society and how these can be removed as well as enabling policies for people with disabilities (Barnes, 2012). The model allows for the identification of political and social strategies to eliminate exclusion as well as removing barriers in physical, social, and organizational environments (Darcy & Dowse, 2013). The social model of disability enables the youths with intellectual disabilities and their families to speak of their own experiences of the social barriers and exclusion they face regarding livelihoods' development in sports.

However, the social model of disability has been criticized for being unrealistic in its emphasis on barrier removal. Critics question whether it is possible to have all barriers removed to create an optimal environment for people with impairments (Oliver & Barnes, 2012). Despite the criticism given to the social model, the social model is still relevant in the Zimbabwean context where they are high levels of exclusion from work and livelihoods development for persons with disabilities, especially youth with intellectual disabilities. In this study, it was justifiable to draw on the political aims of the social model, which highlight the disability barriers that are created by society and how these barriers can be removed.

2.6.2 Empowerment Theory

A second theoretical framework is empowerment theory. Peterson (2014) described empowerment as a process that is active and participatory by means of which individuals gain more control over their lives and their rights and marginalisation is reduced. Kao et al (2014) described empowerment as a process that assists the powerless people in self strengthening, enabling them to have more dominant participation, control, and influence over their own affairs. Empowerment involves building personal resources and acting, as well as making use of community resources and evaluating the impact of the action taken (Brodsky & Cattaneo, 2013).

The empowerment theory also looks at race, ethnicity or culture and one's status with regards to class in shaping individuals and their problems (Turner & Maschi, 2014). Youths with intellectual disabilities are a marginalised group and they often experience disempowerment in the form of social exclusion, oppression, and poverty (Masterson & Owen, 2006).

The empowerment theory identifies barriers to empowerment as either direct power blocks or indirect power blocks (Turner & Maschi, 2015). Direct power blocks are those things that structurally exist, and which are not in control of an individual that can block or eliminate an individual's ability to attain power (Turner & Maschi, 2015). Examples of direct blocks would be if information that is pertinent to youths with intellectual disability is in written format when some of them are unable to read or if persons with intellectual disabilities who cannot read are not allowed to vote. Another example of a direct block is if the policies of a country are discriminatory, and they do not allow a person of a certain group to attain power.

An indirect power block, on the other hand, is an internalised form of oppression such as a negative outlook on life and low self-esteem, which usually happens to individuals who have been oppressed or stigmatised and who have an internal narrative that keeps them in an oppressed and helpless state (Turner & Maschi, 2015). This study examined factors that contribute to youth with intellectual disabilities being marginalised or oppressed regarding work skills development. The study also sought to understand the shared experience of oppression or marginalisation of the youth with intellectual disabilities and the families and how they have coped or demonstrated resilience in their situation. The study further sought to ascertain whether the youth and their parents had taken any collective action to empower themselves. It provided information on skills' development training that could be gained through sports participation, which in turn has the potential to enhance the employability of youth with intellectual disabilities and hence their quality of life. Empowerment theory also increases consciousness regarding the nature of oppression that one is facing. This awareness results in transformation and growth as well as allowing people with disabilities to take more control over their lives as knowledge is power (Turner & Maschi, 2015). Some of the criticisms of empowerment theory are as follows:

- Unfortunately, empowerment theory represents a theory that is largely untested (Christens, 2012).

- Hunter, Jason, and Keys (2013) realised that there were few context-specific quantitative instruments that had been developed to test empowerment on different populations. Empowerment theory was designed in the Global North and not in the southern region where this study was conducted. However, Cattaneo and Goodman (2015) argue that the empowerment theory is specific to the context in which it is being applied and it must be adapted to fit specific populations and settings. A globalised solution for empowerment is not advisable.
- The empowerment theory is not specific, and one may get different applications from different researchers (Peterson, 2014). It has been critiqued for not having a clear definition, method of operation or measurement (Brodsky & Cattaneo, 2013).

- Some theorists have indicated that empowerment theory is faulty in that the privileged in society may practice their empowerment with goals to attain self-determination at the expense of a moral obligation to help the disadvantaged and vulnerable people (Turner & Maschi, 2015).

- It is not easy to regulate a community's will to want to empower marginalised and vulnerable people in that community (Turner & Maschi, 2015).

Barton (2005) describes empowerment as a power which can be generated from within and emphasises goal attainment through power sharing. As the researcher, I had to be willing to share the reins of power and be able to maintain a dignified relationship with all participants based on trust, respect, and reciprocity (Barton, 2005). I had to be committed to and concerned about the struggle for participation and non-discrimination of youths with intellectual disabilities. My accountability had to be to the youths with intellectual disabilities (Gilbert, 2004).

2.6.3 Ecological Model

Bronfenbrenner (1979) ecological systems theory is among one of the most widely used theoretical frameworks for studying individuals in their environment. Consequently, Bronfenbrenner's ecological theory was suitable for this study as it involved studying research participants in their context. The ecological systems theory centres the individual or individuals to be studied around four systems or structures, which are the microsystem, mesosystem, exosystem and macrosystem (Neal and Neal, 2013).

Microsystems are settings where the focal individual plays a direct role, has direct experiences and direct social interactions with others (Neal and Neal, 2013). Regarding youth with intellectual disabilities, their microsystems are their experiences with their families or their experiences and interactions at the vocational training centres.

Mesosystems involve interactions between an individual's microsystems (Neal and Neal 2013). For example, a mesosystem for youth with intellectual disabilities could be a parent of the youth from the youth's family microsystem interacting with a skills trainer or sports coach from the vocational training centre microsystem.

Exosystems include settings that influence the focal individual but where the individual does not directly participate (Neal and Neal, 2013). For example, educational policies that govern how youth with intellectual disabilities are trained at the vocational training centres may influence the youth, but the youth may not directly participate in the production of those policies.

Macrosystems include wide-ranging cultural influences and ideologies of society that have consequences for an individual (Neal and Neal, 2013). For instance, societal views and cultural perspectives may have a negative or positive impact on the livelihood's development of youth with intellectual disabilities in terms of training and work opportunities. The Ecological Systems theory was used to formulate the observation guide for youth with intellectual disabilities in this study (see Appendix H).

2.6.4 Manfred Max-Neef's Human Needs Theory

Max-Neef, Elizalde and Hopenhayn (1992) proposed that human needs must be understood as a system, that is, all human needs are interrelated and interactive. Apart from the need for subsistence or to stay alive, no hierarchies exist within the system of human needs.

Max-Neef et al. (1992) recognised that people have needs for subsistence, protection, affection, understanding, participation, creation, leisure, identity, and freedom. To achieve these needs, Max-Neef et al. (1992) came up with satisfiers, e.g., food and shelter are satisfiers of the fundamental need for subsistence. They recognized that all human needs are the same. What changes is the choice of the quality and quantity of satisfiers.

Max-Neef et al. (1992) spoke of poverties that occur when any human need is unmet, e.g., inadequate participation due to marginalization of and discrimination of youth with intellectual disabilities. He proposed that poverties create pathologies, e.g., economic pathologies due to unemployment and hyperinflation.

Max-Neef et al. (1992) views deprivation as potential to mobilise people, become engaged and motivated. Deprivation may become a resource, e.g., the need to participate is a potential for participation (Max-Neef et al., 1992).

Human needs theory suggests that there is need to analyse the extent to which the environment oppresses, tolerates, and stimulates opportunities for people and analyses how far people can influence the structures that affect their opportunities. Max-Neef et al.'s human needs theory was used to discuss findings and to offer recommendations to the study.

All four theories complement each other in that they all view disability as being much more than just the impairment that persons with disabilities have. They all recognize the part that the environment or society can hinder opportunities for persons with disabilities. The empowerment theory and Max-Neef's human needs theory complement each other as they both look at human development and empowerment and how deprivation or oppression can be an opportunity for an individual or people to develop themselves.

2.7 Conclusion

This chapter reviewed published literature regarding youth with intellectual disabilities and how their participation in sports could enhance their livelihoods' development. Benefits for participating in sports for youth with intellectual disabilities included social benefits, stigma reduction, building social capital for the youth, enhancing the youths' self-esteem and self-confidence as well as their leadership skills. Literature on how participation in sports could enhance the youth with intellectual disabilities' livelihoods development was scarce and even scarcer in the African context where not many studies have been conducted regarding people with intellectual disabilities. Parents of youths with intellectual disabilities were identified as key players in their livelihoods' development. Furthermore, sports coaches were identified as potentially being good role models and mentors for livelihoods development. Nevertheless, most

of them would not have been trained on how to implement strategies that would allow the youth to transfer the life skills that they would have learnt through sports participation into their livelihoods development. Personal and environmental factors that either hinder or facilitate the youths' livelihoods development from literature were also discussed.

The next chapter will examine the methodology that was applied to conduct this study.

Chapter 3: Methodology

3.1 Introduction

This chapter describes the research strategies that were used in the study. An explanation of the research design, population, sampling, and sampling procedures as well as data collection procedures and data analysis is given. The rigour, trustworthiness and ethical considerations are also discussed.

3.2 Research Design

This study adopted a qualitative research paradigm, using critical ethnography as the research design. Qualitative research enables one to understand how people experience the world and focuses on retaining rich meaning when interpreting the data (Mullangi et al, 2020). Qualitative researchers are often instruments in research because all observations, interpretations and analysis are filtered through their own personal lens (Mullangi et al., 2020).

Ethnography is a method that allows researchers to describe people and how their behaviours as individuals or as a group are influenced by cultures or sub-cultures in the environment in which they live (Drapper, 2015). Critical ethnography originates form a viewpoint of social justice and aims to expose and challenge the social forces that lead to discrimination (Cannella, Perez & Pasque, 2016). Critical ethnography was particularly useful for this study as it helped to elicit participants' point of view by focusing on the voices of the oppressed people, who in this case were the youth with intellectual disabilities and their families as the main site of inquiry to understand their world (Cannella et al., 2016). Critical ethnography complements the empowerment theory as it allows the voices of minority groups to be heard by questioning the normative power dynamics and how they can be changed (Barton, 2001). Smyth and McInerny (2013) view critical ethnography as an advocacy research design whereby researchers take a stand for their participants. Critical ethnography is inclusive of the lives, views and experiences of the least powerful people who are often marginalised and excluded (Smyth & McInerny, 2013). Critical ethnographic research was appropriate for this study because the skills' development that youth with intellectual disabilities received in Zimbabwe was largely misunderstood (Chiome, Chadamoyo & Mudyahoto, 2011). A study of this nature was a complex study that required in-

depth investigation: critical ethnography enabled an understanding of the situation on the ground and how it could be changed.

3.3 Study Context and Study Population

Zimcare Trust is a non-profit organisation in Zimbabwe which caters for the welfare of people with intellectual disabilities regarding learning and vocational skills training. Zimcare Trust administers fourteen centres for children and adults with intellectual disabilities. Three centres cater for adults who are eighteen years old and above while eleven centres cater for juniors from the age of five years to seventeen years (Zimcare Trust, 2013).

The vocational training centres only cater for youth with intellectual disability, and they are not inclusive of youth without disabilities. Youth without disabilities occasionally become involved with the youth as partners in sports during unified games. The socio-economic statuses of the youth who attended the vocational training centres were diverse, with some students coming from high to medium socio-economic statuses, whilst others came from low socio-economic statuses. These differences in socio-economic statuses created class differences.

The population of the study included the following:

- Youth with intellectual disabilities and their parents.
- Skills trainers and sports coaches who were involved in training and coaching the youths respectively from their vocational training centres.
- Sports organisers/managers who were involved in golf as their organisations were already working with youth with intellectual disabilities and coaching them on playing golf.

3.4 Sample and Sampling Strategy

Two vocational training centres were selected for the purpose of the study. These study sites were chosen by purposive sampling as they had appropriate research participants for the purposes of the study. The vocational training centres were given pseudonyms of Vocational training centre A and Vocational centre B. The total number of research participants was seventeen. Cresswell, Watson and Aebischer (2007) recommended twenty to thirty research participants in a qualitative study. I

was aiming for at least 20 participants, but I had difficulty in obtaining consent from some of the guardians or parents of the youth as they lived out of town and could not be reached. Charmaz and Henwood (2017) also suggest that saturation can be reached more quickly with a small study which makes modest claims. Qualitative data is very labour intensive and analysing a large sample of data could be labour intensive and impractical (Mason, 2010). Qualitative data is more concerned with meaning and not making generalised hypothesis statements (Dworkin, 2012). (Please see Table 3.2. for sample size of the study).

There were six youth and five parents who participated in the study, as well as two skills trainers, two sports coaches and two sports managers. One skills trainer and one sports coach was recruited from each of the sites of the vocational training centres. The sports managers were recruited from two different golf courses. There was only one female youth who participated in the study as the vocational training centres were mostly dominated by male youths. There were fewer parents who participated in the study. One of the vocational training centres was a boarding school and some of the parents, although they gave their consent, they lived too far away for them to participate in the study. Table 3.1 gives a description of the youth who participated in the study.

Table 3.1 Description of the youths who participated in the study

Category of research participant (pseudonames used)	**Male / female?**	**Type of parent interviewed (mother/ father?)**	**Age range (in years)**	**Level of impairment**	**Site A/ B?**
Tendayi	Male	Mother	23	Moderate intellectual disability	A
Jason	Male	Mother	25	Moderate intellectual disability	A

John	Male	Maternal aunt (mother's sister)	23	Mild intellectual disability with a physical impairment. Hemiplegia.	A
Benjamin	Male	Mother	21	Moderate intellectual disability and epilepsy	A
Tsitsi	Female	none	24	Mild intellectual disability	B
Joseph	Male	Father	24	Moderate intellectual disability	From the pilot site of the study

Table 3.2 below shows the sample size and method that was used to achieve each objective.

Table 3.2 Objective, Method and Sample size

Objective	**Sample size**	**Method**
To identify any possible skills development and vocational training opportunities for youth with intellectual disabilities	• Six youths with intellectual disabilities • Two sports managers	• Participant observation with six youths with intellectual disabilities • Participant observation with two sports managers

		• Semi-structured interviews with six youths with intellectual disabilities • Semi-structured interviews with two sports managers • Reflective journaling
To describe personal factors that enable youth with intellectual disabilities to access skills development and vocational training	• Six youth with intellectual disabilities • Two skills trainers, two sports coaches of youth with intellectual disabilities	• Participant observation of youths with intellectual disabilities, skills trainers, and sports coaches • Reflective journaling
To describe environmental factors that enable youths with intellectual disabilities to access skills development, self-employment, supported employment and formal employment	• Six youth with intellectual disabilities • Two skills trainers, two sports coaches and five parents/caregivers/ guardians of youths with intellectual disabilities	• Participant observation of youths with intellectual disabilities • Reflective journaling
To describe the role of family, caregivers or guardians in shaping the livelihood options of youths with intellectual disabilities	Five parents/guardians of youths with intellectual disabilities	Semi-structured interviews
To describe the role of teachers in shaping the skills development or vocational	Two skills trainers	Semi-structured interviews

Training of youths with intellectual disabilities		
To describe the role of sports coaches in shaping the skills' development and vocational skills training of youth with intellectual disabilities	Two sports coaches	Semi-structured interviews

3.5 Inclusion/Exclusion Criteria

The inclusion and exclusion criteria for the purposes of this study were as follows:

- Youths with intellectual disabilities had to be between the ages of eighteen to thirty-five years.
- Youths with intellectual disabilities must have had participated in sports for more than one year.
- Youths with intellectual disabilities had to be able to communicate verbally either in English or Shona and demonstrate that they understand what the research is about.
- The youths with intellectual disabilities could be either male or female. They had to consent freely to participate in the research.
- Youths without disabilities or with other disabilities were excluded.
- Parents of youths with intellectual disabilities who had participated in sports for more than one year were included.
- Sports coaches and skills trainers of youth with intellectual disabilities who participated in their sports or vocational training centres were included.
- Skills trainers could be voluntary staff or permanent staff at the vocational training centres who had worked with youths with intellectual disabilities for more than a year.
- Sports managers and organisers of sport organisations and events participated in the research.

3.6 Recruitment and Enrolment

Participants were recruited by purposive sampling. School records and sports registers were reviewed to select appropriate potential research participants. The youths with intellectual disabilities were selected from two vocational training centres of Zimcare Trust. The first five students in the registers of each vocational training centre who met the inclusion criteria were selected for recruitment. If the youths with intellectual disabilities who had been selected for recruitment were not interested in participating in the research, the researcher would go further down the school and sports registers to find other youths with intellectual disabilities who met the inclusion criteria. These participants were then invited for a meeting in a place which was familiar to them. Interviews were conducted in a quiet area outside and under a tree or in an unoccupied dining hall or office at the vocational training centres. Informed consent was sought from the parents of the youths and assent was sought from the youth with intellectual disabilities.

Youths with intellectual disabilities who agreed to participate in the research and their parents or legal guardians were invited to another meeting and the research was explained to them (Swaine et al, 2012).

Sports coaches, sports managers and skills trainers who met the selection criteria were recruited from the participating schools by referrals from the heads of the vocational training centres.

In the next section, data gathering methods are described.

3.7 Data-gathering Methods

Participant observations, semi-structured interviews and reflective journaling were used as research methods.

3.7.1 Phase 1: Pilot study of interview guides

Research instruments were piloted, including the semi-structured interview guides and the observation checklists. One youth with intellectual disabilities, one parent of youth with intellectual disabilities from another vocational training centre and one sports manager was

involved in the semi-structured interviews to assess the usefulness of the research tools and to amend them where necessary (See appendices A to E for the interview guides and changes that were made). The pilot phase of the semi-structured interviews produced the following results:

3.7.1.1 Semi-structured interviews for youth with intellectual disabilities (see Appendix A)

The interview guide was easily understood by the youth who participated in the pilot phase of the study. The youth preferred the interview to be conducted in both English and Shona as he understood both languages. No changes were made to the interview guide for the youth with intellectual disabilities and all the youths who participated in the study understood what they were being asked in the interview.

3.7.1.2 Semi-structured interviews for parents (see Appendix B)

The statement, 'Please may you describe to me what you perceive or see as a post-school outcome for your child with intellectual disabilities' was not easily understood by the parent who participated in the pilot phase of the in-depth interview. This statement was changed to the statement, 'What do you see your child with intellectual disabilities doing when he/she finishes school?' The amended statement was also translated and changed in the Shona version of the semi-structured interview.

3.7.1.3 Interview guide for skills trainers (See Appendix C)

The major change that was made to the semi-structured interview guides during the piloting phase was to change the statement: 'Please describe to me what you perceive as a post-school outcome for a youth with intellectual disabilities' to 'Please may you tell me what you see youths with intellectual disabilities doing after they finish school?' The amended interview guide was then translated into the Shona version accordingly.

3.7.1.4 Interview guide for sports coaches (see Appendix D)

The statement, 'Please describe to me what you see or perceive as a post-school outcome for youth with intellectual disabilities' was changed to 'Please may you tell me what you see youths with intellectual disabilities doing after they finish school?' The amendment was also translated to the Shona guide of the semi-structured interview.

The findings of the youth and the parent who participated in the pilot study were included in the findings of the study as they provided rich and useful information to the study.

3.7.1.5 Interview guide for sports managers and organisers (See Appendix E)

No changes were made to this interview guide as it was easily understood by the sports manager who participated in the pilot phase of the in--depth interviews.

3.7.1.6 Pilot Phase of the Observation Checklists (See Appendices F, G and H)

No changes were made to the observation checklists as they were easy to understand and use during the participant observation.

3.7.2 Phase 2: Participant Observation

Participant observation is a method that enables the researcher to participate in the daily activities, interactions, and events of the participants, thereby learning their conscious and unconscious culture and building rapport with research participants to a point where they are more comfortable to share their views and experiences (Dahlke, Hall & Phinney, 2015).

Participation observations were performed at two vocational training centres for two weeks at each centre. Youths with intellectual disabilities were observed during sports training, at sports events and in the classroom (See Appendix F). I conducted observations at both vocational training centres for five days each from eight in the morning to four o'clock in the afternoon. For the rest of the time, I observed the youth with intellectual disabilities during extra-curricular activities in the afternoon from two o'clock to four o'clock. Dworkin, Larson, and Hansen's (2003) Youth Experiences survey (See Appendix F) were adapted to identify any possible skills' development opportunities for youth with intellectual disabilities in sports events and organisations. Participant observations were also conducted to describe personal and environmental factors that enable youth with intellectual disabilities to access skills' development and vocational training opportunities (See Appendix F and H).

Participant observations in the form of 'a walk of opportunity' were performed with the sports managers at three sports events and at both vocational training centres (See Appendix G).

The roles of skills' trainers and sports coaches in shaping youths with intellectual disabilities' skills development was observed using participation observation whilst the youths with

intellectual disabilities were being taught in class and whilst they were being coached in sports. (See Appendix F).

3.7.2.1 Limitations of Participant Observations

In participant observation, everyone whom the researcher encounters are entitled to ethical consideration (Dahlke, Hall, & Phinney, 2015). I tried to address the ethical considerations by posting a notice on the notice boards at the vocational training centres and at sports events where I was conducting the research to inform the staff, youth and parents who were not participating in the study that l was conducting a study that involved observation (See Appendix I). I also asked the administration to inform the other staff members, youths, and their parents that I was conducting my study which involved participant observations at the training centres and at sports events.

Dahlke et al. (2015) also commented that in participant observation, justice, and inclusion for those who are not directly participating in the activity is necessary. During the study, I interacted with other youths who were not part of the research, and I did not ignore them. However, I did not take direct quotes of what the youths who were not part of my study were saying as I did not have their informed consent.

Dahlke et al. (2015) also points out that it is difficult to maintain one's anonymity and therefore confidentiality during participant observations as it becomes easier for those who are not part of the research to know of a participant's involvement in the research. The youth and staff at the vocational training centre where I conducted my research did not seem to have a problem with being revealed that they were part of the study during the participant observations.

3.7.3 Phase 3: Semi-structured Interviews

Semi-structured interviews consist of a dialogue between research participants and the researcher, which are guided by a flexible interview guide and supplemented by follow-up questions, probes, and comments (DeJonckheere & Vaughn, 2019). Semi-structured interviews allow the researcher to collect open-ended data and explore the participants thoughts, feelings, and beliefs in depth (Dejonckheere et al, 2019).

The disadvantages of semi-structured interviews are that they are time consuming, labour intensive and require the researcher to be skilled in asking questions and probing for more information

(Adams, 2015). The skills required to conduct semi-structured interviews can be intimidating to the researcher (Adams, 2015). However, I had previous experience of conducting semi-structured interviews in my research for my masters' program.

Semi-structured interviews with youths with intellectual disabilities were conducted to determine whether the youth were gaining any skills development from participation in sports events and how the environment was shaping their skills' development and work options (See Appendix A). An interview lasted approximately 40 minutes with a five-minute break after 20 minutes to avoid fatigue. Interviews were conducted in both Shona and in English and the choice of which language to use in the interviews was up to the participants of the study. The parents and the youth were interviewed first and on the same day for the initial interviews. The skills trainers and sports coaches were then interviewed followed by the sports managers. Semi-structured interviews were also conducted with parents of the youths, skills trainers, sports coaches, and sports managers (See Appendices B, C, D and E). Follow-up interviews and member checking were performed, where the participants were given a summary of the results and they had to comment on them or say whether they agreed with the findings to ensure the credibility of the study. Some member checking was performed on the phone whilst other meetings for member checking were held a face-to-face.

3.7.4 Reflective Journaling

I wrote about my initial assumptions, choices, and experiences of the study as well as my reflections during and after completing the study using reflective journaling. I made use of self-reflection by writing my thoughts and feelings in a reflective diary to record my initial impressions of each data collection session as well as patterns emerging in the data collected. I also went through a process of identifying my own personal biases. Hadi and Closs (2016) commented that self-reflection promotes the credibility of research findings. Burles (2017) describes the process of reflective journaling as a practice whereby the researcher writes about his or her own presuppositions, experiences, and feelings during data collection, as well as what could be done differently in the study and ideas for future questioning. Reflective journaling is used widely in critical research (Lowe, Prout & Murcia, 2013). I would journal at the end of each interview with

a research participant and every day as I performed my participant observations. I would also write in my journal as I was analysing data from findings and as I was writing the thesis.

3.7.5 Walk of opportunities

The 'walk of opportunities' was conducted at two sports events that were outside of the vocational training schools. The youth were participating at these sports events. The youths' sports coaches and skills trainers were available as tour guides and to answer any questions. Opportunities for skills development and work opportunities were noted during the sports events.

3.8 Data Analysis

This section describes the data analysis processes that were used in the research. A manual process of anaysing data was used for data analysis.

3.8.1 Participant Observations

Observations which I made were recorded in field notes and journal entries using observation check lists as guides. The notes from the observations, including details from informal conversations during the participation observations as well as during reflective journaling, were read through several times until I became familiar with the data. Coding was performed by identifying meaningful chunks and naming them. Codes with the same meaning were merged to form several categories. The categories with the same meaning were merged further to form sub-themes and themes.

3.8.2 Semi-structured Interviews

Data that was generated from the interviews using audiotapes and transcription was collected. The data that had been transcribed was then translated from Shona into English. All semi-structured interview transcripts were analysed using thematic analysis. The information that was generated was read over several times so that I could familiarise myself with the data. Coding was performed

whereby the data was put into categories and named as units of meaning. The headings were collected from the margins onto coding sheets and categories were generated by interpreting which items to put in the same category.

My three supervisors also checked the categories to ensure that what I had generated made sense. Each category was named using content characteristic words. The meaning of the codes and categories were examined and provision of the social reality of the information that the participants had provided was given through the creation of a sub-theme. The sub-themes were then merged to form themes. Some aspects of the analysis made use of an inductive analysis whilst some used deductive analysis from the environmental factors of the World Health Organisation's International Classification of Functioning (ICF).

3.8.3 Reflective journaling

I also kept a reflective diary to record my initial impressions of each data collection session as well as patterns emerging in the data generated. Synthesis of information involved coding, categorising similar codes, and generating sub-themes. The sub-themes with the same meanings were then merged to form overall themes.

3.9 Ensuring Rigour of Qualitative Data

Preliminary visits to the participating sports organisations and Zimcare Trust schools were conducted to become familiar with the cultures of the organisations and to enhance the credibility of the study by building rapport and trustworthiness with participants (Shenton, 2004).

I spent long periods of time doing field work with the participants to build rapport with them so that they could be comfortable enough with me to reveal a true picture of their situation during the observations and interviews as well as having a thick description of the context in which I was conducting my study (Hadi & Closs, 2016).

Triangulation strategies such as participant observation and conducting semi-structured interviews were used to ensure the study's credibility as the data was gathered from more than one source (Creswell, Watson & Aeischer, 2007).

Data generated from the interviews was collected objectively by recording the deliberations using audiotapes and transcription. I created a database so that I could manage and organise the vast amount of information that critical ethnography processes produced. Noble and Smith (2015) contend that thorough record keeping ensures consistency and transparency in qualitative research.

Member checking took place with one parent, one skills trainer, one sports coach and one sports manager who participated in the study. This entailed interpretations of the data being shared with the participants who are given the opportunity to discuss and clarify the interpretation and contribute new and additional information to the study. Member checking involves checking with the research participants as to whether the key findings and conclusions from the study were authentic (Anney, 2014).

Debriefing sessions with my supervisors also contributed to ensuring rigour to the study as the exercise uncovered the flaws of the study and alternative approaches. I had frequent debriefing sessions with my supervisors at least once a month to learn from the supervisors' experiences. I also presented my research at forums such as the Departmental Quality Assurance Committee at least once a year to ensure rigour. During the write-up of this thesis, I would attend PhD writing circles with fellow students and some lecturers from the University of Cape Town. The PhD writing circles were useful as I would get feedback on my study from my peers as well as my lecturers. Debriefing sessions with colleagues who were not directly involved in the research were also held throughout the study to avoid bias.

3.10 Ethical Considerations

Ethical approval was sought from the University of Cape Town, the Faculty of Health Sciences Human Research Ethics Committee (HREC ref No:008/ 2017), the Zimcare Trust Association and the Medical Research Council of Zimbabwe (MRCZ No:A/ 2341) and permission was granted to conduct the study (See Appendices I , J and K for approval letters).

I followed the principles of the declaration of Helsinki (Helsinki, 2013) as a guide for ethical principles and I was dedicated to ensuring the safety and health of the research participants. Considerations related to the well-being of the research participants took precedence over the interests of the study.

The information regarding the parents or guardians of youths with intellectual disabilities was obtained from their school records. One parent or guardian of the youth with intellectual disabilities was invited to participate in the research. The decision on which parent would participate in the research was be left to the parents. However, I advised the parents to select the parent or legal guardian who is most involved with the youth with intellectual disabilities. The parents were given the option that if they felt that they should both participate in the research, they would be given the opportunity to do so; however, the information they provide would be considered as a contribution from one research sample and if they both decided to both participate, it would not alter the money that they received to compensate for their time and transport.

Each participant was issued with an informed consent form (See appendices K, L.M, N, O, P, and Q for information sheets and consent forms). Special attention was given to youths with intellectual disabilities who are eighteen years and older as their ability to give consent may have been impaired by cognitive difficulties such as deficits in their memory (Dunn, Stenfert, Thomas, McGary & Drew, 2006). Youths with intellectual disabilities are less privileged and vulnerable, therefore requiring rigorous, ethical research. Horner-Johnson and Bailey (2013) contend that although youths with intellectual disabilities are a vulnerable group, it is important to include them in research. ZIMCARE Trust has a child protection policy which views youths with intellectual disabilities, even those who are above 18, as minors who require parental consent to participate in research. Therefore, a parent or legal guardian was called upon to give informed consent about the research and the youth with intellectual disabilities gave assent. I strove to ensure that the informed consent for youth with intellectual disabilities was couched in simple language. In addition, the informed consent for youth with intellectual disabilities was read out to them if they could not read. The informed consent forms and interview guides were in English, and they were also be translated to Shona for youths with intellectual disabilities and their parents. The youth with intellectual disabilities were asked first if they would like to participate in the study before their parents were contacted to give their consent.

Although youths with intellectual disabilities trusted their gatekeepers, who in this case were their skills trainers and school coaches, the gatekeepers could have also coerced the youth with intellectual disabilities into participating in the research owing to the unequal power relationships between the youth with intellectual disabilities and their skills trainers and coaches (Namageyo-

Funa, Christiana, Fowles, Davis, Martinez, & Sealy, 2014). To overcome this challenge, I had face-to-face meetings with the youths and recruited them directly as I had no previous acquaintances with the youth with intellectual disabilities. I assured the youths with intellectual disabilities that they would not get into trouble if they chose not to participate in the research and they could stop participating in the research at any time without any repercussions (Namgeyo-Funa et al., 2014).

The assent form was read out loud to the youths with intellectual disabilities. The assent/consent forms explained to the potential research participants what the research was about, the research process, including the amount of time required for them to participate in the research as well as the risks and benefits of the research.

The sports coaches, skills trainers and sports managers were informed about the study by the participating vocational training centres by having face-to-face meetings with them.

Horner-Johnson and Bailey (2013) came up with six questions to check whether persons with intellectual disabilities have understood the principle of informed consent. These questions were used for the purposes of this study as follows:

1. Can you please tell me in your own words what this study is about?
2. What will you be doing if you participate in this study?
3. What are the risks of being in this study?
4. When I say participating in this research is completely voluntary, what does it mean to you?
5. When I say that your answers will be kept confidential, what does that mean to you?
6. What can you do if you start the study, but you do not want to finish? (Horner-Johnson & Bailey, 2013).

An informed consent was also sought from the sports managers of sports events and organisations, parents, skills trainers, and sports coaches who participated in the study (See Appendices N, O, P, Q, R).

Furthermore, I was obligated to ensure the privacy and integrity of the research participants and each research participant was assigned a pseudonym (Helsinki, 2013). They were not required to write their names on the research questionnaires.

Data of the information gathered on paper and audiotapes was stored securely under lock and key for five years and it will not be disclosed inappropriately in future. Data that was stored on the computer has a password to which only I have access. Raw data would be destroyed, and the information saved on computer would be deleted five years post-publication or after the completion of the research if the research is not published.

Youth with intellectual disabilities are prone to emotional and physical abuse in institutions such as special schools (Brignell, 2010). I therefore had a plan in place to refer youth with intellectual disabilities that I encountered who were being abused to the police of Zimbabwe's victim friendly unit, Child Line for emotional abuse and free and confidential counselling, as well as Family Support Trust for those youth who had been physically or sexually abused. I also had a plan to refer any form of abuse to the social welfare.

Participants were informed that they were free to leave or stop participating in the research without any repercussions. People who were at the vocational training centres or who were at the sports events where research was taking place and who were not necessarily taking part in the study were informed by placing a notice at the vocational training centres and at the sports events to inform them that the study was taking place which involves participant observation (Please see Appendix I). Letters were also sent to all students who are at the vocational training centres to inform them that a study which involved participant observation was taking place at the vocational training centres.

3.11 Risks and Benefits

This research did not pose a great risk to the participants. However, the semi-structured interviews may have caused some participants to feel uncomfortable about giving their opinions as some of the questions asked may have been unexpected. The participants were told that they did not have to answer any questions with which they felt uncomfortable. Observing participants during the study may also have been intrusive to some participants. I tried to make the participants comfortable by participating in the activities in which the participants were taking part. Data gathering methods were be formulated and carried out in such a way to insure minimal or no discomfort to the research participants.

The research did not have a direct benefit for participants; however, it was beneficial as it could potentially produce information on how youth with intellectual disabilities can enhance their livelihoods and gain access to work opportunities even in other industries and skills development using sport or activities related to sports. The knowledge generated from the study had the potential of increasing the youth with intellectual disabilities and their parents' critical consciousness so that they were more aware of their situation and what actions they needed to take regarding accessing livelihoods' development through the youths' sports participation. This would then result in the youths and their parents becoming more empowered and employable.

3.12 Research findings after the study

The research findings will be published in journal articles or shared at research conferences. The research findings will also be shared with participants and the ZIMCARE Trust Association. The study will further be presented to policy makers such as the Ministry of Tertiary and Higher Education of Zimbabwe and to higher education institutions which train occupational therapists, psychologists and sports managers. Finally, the findings of this study will be disseminated to the Ministry of Youth, Sports, Arts and Recreation as well as the Ministry of Labour and Social Services.

3.13 Conflicts of Interest

There were no conflicts of interests in the study. I have had no previous acquaintances with the participating vocational training centres.

3.14 Conclusion

This chapter described the procedures used to conduct the study. The study adopted a qualitative research paradigm, which utilised critical ethnography as a research design. The research participants included youths with intellectual disabilities and their parents, skills trainers, and sports coaches as well as sports managers from sports organisations. Reflective journaling, participant observations and semi-structured interviewing were used to collect data. The process of analysing the data was explained as well as the strategies implemented to ensure the trustworthiness and rigour of the study. Ethical considerations that were made during the study were also highlighted.

Chapters Four to Six discuss the findings of the study.

Chapter 4: Findings and Discussion – Part 1: I see myself working

4.1 Introduction

This chapter explores the livelihoods developments that were potentially available to youths with intellectual disabilities who participated in sports. The chapter also examines youths' personal factors that influence their livelihoods development. The overall theme for this chapter was *"I see myself working",* which represented the youths' perspectives on their ambitions of acquiring work opportunities. Two sub-themes were identified to address the objectives of skills development and work opportunities that youth with intellectual disabilities could gain through sports participation as well as their personal factors (See Table 4.1). The two sub-themes that were identified were 'unveiling potential untapped work opportunities' and 'Optimising work skills gained through sports participation'. As the subject of work opportunities for youth who participate in sports was still to be explored, the themes offered an account of how opportunities were not being fully optimised for youth with intellectual disabilities in Zimbabwe.

Table 4.1 Theme, sub-themes, and categories

Theme	Sub-theme	Categories
I see myself working	***1. Unveiling potential untapped livelihoods opportunities***	Discovering work opportunities at sport activities
		There is nothing!
		The youths' potential enablers for employability
	2. Optimising work skills gained through sports participation	Training opportunities in sports
		Building the self
		Enhancement of work skills

4.2 Sub-theme 1: Unveiling potential untapped livelihoods opportunities

This sub-theme describes and explains the potential livelihoods opportunities in Zimbabwe for youths with intellectual disabilities that had not yet been fully realised. The youths and their parents revealed the youths' personal factors regarding their talents and capabilities. Please see table 4.2 for information on the youth regarding their age, type of sports they play, duration of participation in the sports, achievements in sports, work skills being trained and work aspirations. They also identified work opportunities that they believed were potentially suitable for the youth. The study also revealed that although there were potential opportunities for livelihoods development for the youth in sports, the youth were not accessing these opportunities.

Table 4.2 Information of youth with intellectual disabilities

Pseudo Name	**Age**	**Gender**	**Type of sport played**	**Duration of playing sport**	**Achievements in sports**	**Work skills being trained**	**Work aspirations**
Joseph	24	Male	Soccer, rugby, and golf	10 years	Received sports prizes at school and represented Zimbabwe in Abu Dhabi in 2019 whilst playing golf. He won a bronze medal at the Special Olympic games	He is now a project participant at his school. A project participant is a youth with intellectual disabilities who will be employed by Zimcare	He would like to be a professional golfer and work at a golf course. A1 wants to be a coach

						trust. His duties include maintenance of the grounds, cleaning, coaching the other youth in sports, assisting the other younger children with intellectual disabilities to get ready for school and performing errands for the school where he is employed. He also coaches the other students on dance and	

						music including drumming	
Tendayi	23	Male	Soccer and sitting volleyball	4 years	Scored some goals whilst playing soccer	He is being trained in carpentry and agriculture, e.g., growing vegetables and rearing chickens	He would like to play professional soccer and be a carpenter
John	23	Male	Sitting and standing volleyball, soccer	3 years	_	He is being trained in cookery	He wants to be a cook
Jason	25	Male	Bocca	10 years	Won a gold medal locally for participating in athletics and soccer. He won a bronze medal locally for playing Bocca He also won a bronze medal at the Special	He is being trained in carpentry. He is part of a project that makes coffins at his school. He is also being trained in agriculture, e.g.,	He wants to do agriculture and carpentry

					Olympics in Abu Dhabi in 2019. When A5 won a gold medal at the Special Olympics, her parents bought her a car and she is going for driving lessons	growing vegetables and rearing chickens	
Tsitsi	24	Female	Bocca and Athletics	3 years	She went to play Bocca in the Special Olympic games in Abu Dhabi in 2019. She received a gold medal for playing Bocca	Is being being trained on how to perform laundry duties, e.g.	She wants to work in a laundry mat and perform laundry duties. She also wants to be a driver. She wants to be a professiona l athlete
Benjami n	21	Male	Golf	2 years	He played golf in Abu Dhabi for Special	Is being trained in carpentry and he is	wants to be a carpenter

					Olympics 2019. He won a bronze medal whilst playing golf	part of the coffin making project at his school	

4.2.1 Discovering livelihoods opportunities in sport

Parents were asked which livelihoods opportunities they believed their youth had in sports. They shared that they aspired for their children to become professional athletes, sports commentators, or sports coaches. Lisa had envisioned her son becoming a professional soccer player:

> *"At least if he plays the soccer that he likes, he can be like the Ndlovhus, Pele and Diego Mara Doña." (Lisa parent, 04/ 02/ 2019).*

Another guardian realised that her nephew had a talent in commenting sensible things as a spectator in sport and he spoke good English. She believed that her nephew would be a good sports commentator if he was given the opportunity. She wished that her nephew had been provided with opportunities to commentate on what was happening during sports events; However, these opportunities did not exist.

> *"If you want him to do anything with normal people, you can make him analyze soccer that is played with normal people because he can speak English and he can say sensible things. If only they would record what they were doing at sports, he could be a good sports commentator." (Emily guardian, 3/ 02/ 2019)*

Similarly, Susan realised that her son's talent was in playing soccer and playing professional soccer for her son could be a possible potential work opportunity that was yet to be realised. She was not sure how her son was going to access work opportunities such as becoming a professional soccer player; however, she had hoped that Zimbabwe, like other countries, would one day create work opportunities for the youth with intellectual disabilities. There was despair in her tone as she sighed whilst expressing her wish for Zimbabwe to one day create work opportunities in sport for youths with intellectual disabilities:

"*Soccer is his main thing so I feel that somewhere somehow, like other countries where they do things for others, they can make these games for them and support them." (Susan parent, 18/ 02/ 2019).*

Although the parents believed that their children could gain work opportunities in sports, I had noted there were no real efforts, activities or support structures aimed at ensuring that youth with intellectual disabilities could gain livelihoods' opportunities in sports (Journal entry, 20/ 02/ 2019).

Possible work opportunities at sports events and organisations were also revealed. Mason identified the maintenance of the golf course, catering and making repairs at sports organisations or events as possible work opportunities for youths with intellectual disabilities:

"*There is the maintenance of the golf course, working in the workshop and catering." (Mason sports manager, 22/ 11/ 2019).*

Similarly, Jack identified the maintenance of the grounds, hospitality and repairs as potential work opportunities at sports events or organisations. He also mentioned that they need till operators and salesmen.

"*We need catering, maintenance of the grounds, events planning and hospitality, caddies, till operators and salesmen. We also need people who do repairs. We do need carpentry services from time to time." (Jack sports manager, 29/11/ 2019).*

Jack identified playing sports and socialising during sports as an opportunity to meet other corporate or businesspeople:

"For others, they play golf as a way to meet with other cooperates or businesses." (Jack sports manager, 29/ 11/ 2019).

At the golf courses, I observed that they had shops that sell sports attire and sports equipment; therefore, they would need salespeople and till operators. Likewise, I observed at the Unified Games for Special Olympics that the support services that they required which could be potential work opportunities were maintaining and preparing the grounds for the venue, catering, music, and

entertainment. Observations made at the Unified Games for Special Olympics were that there were music and marimba bands. I observed that there were sports coaches, score keepers and referees. In addition, skills trainers were required to train skills in art and beading. However, all these skills training and work opportunities were not being availed to youth with intellectual disabilities (Journal entry, 4/ 12/ 2018).

The work opportunities that I also observed during the walk of opportunity at the Paralympic Games included maintaining the venue for the sport events and keeping it clean, although this task was being done by non-disabled people who were workers at the venue where the games were being held. Sports coaching opportunities were also available although youths with intellectual disabilities were not involved in these. There were a few coaches with physical disabilities who were either referees or score keepers. There was one referee that I saw with a physical disability of a leg length discrepancy, and he was walking with a limping gait. He was a referee for cricket. There was no involvement of youths with intellectual disabilities in refereeing (Journal entry 02/ 01/ 2019).

I also observed job opportunities at the various corporate stalls who were advertising giving out pamphlets and educating potential consumers on different products, but only non-disabled youth were involved. (Journal entry, 02/ 01/ 2019)

Vendors were selling food items and clothing. Some parents of youth with disabilities participated in vending but they did not involve their disabled youths. It was not clear as to why the youth with disabilities were excluded from economic activities. However, at least the parents' involvement in economic activities that were brought on by the sports event could mean that the income and quality of life of the family of youth with disabilities would improve (Journal entry, 02/ 01/ 2019).

Ironically, the theme for the Paralympic Games were "My abilities are nothing without opportunities" yet the opportunities given to youth with disabilities were scarce. Although these youths with intellectual disabilities were involved in participating in sport, they were not involved in the economic activities that were taking place at the Paralympic Games. Companies were recruiting non-disabled youth at their business stalls and excluding youth with intellectual disabilities. These attitudes of exclusion for youth with intellectual disabilities were worrisome

as they highlighted their exclusion in work opportunities in the greater community. Youth with intellectual disabilities were excluded even more than youths with other disabilities (Journal entry, 2/ 01/ 2019).

The youth were being excluded from economic activities, yet they expressed a deep desire to access work opportunities:

> *"Please may you ask them to find work for me?" (Joseph, 19/ 11/ 2018).*

> *"I see myself working for another person. Please help me to look for a job" (Benjamin, 20/ 10/ 2019).*

> *"I just want to say if only we could also get jobs that suit us and what we will be learning." (Tsitsi, 3/ 06/ 2019).*

The youth also expressed aspirations of finding a life partner and getting married. The desire to get married and have a family further reinforces the youths' aspirations of having livelihoods so that they could support their families in future:

> *"I really want to get married." (Tendayi, 04/ 20/ 2019).*

The jobs the youth were interested to work in included becoming professional golfers or soccer players, sports coaches, drivers, cooks, carpenters or working at a laundromat. Joseph expressed the wish that he would like to become a coach, work at a golf course, and become a professional golf player:

> "*I would like to work at the golf course and coach." (Joseph, 19/ 11/ 2018).*

Tendayi said the following about his work aspirations:

> "*I want to play soccer. I would love to do woodwork." (Tendayi, 04/02/ 2019).*

John wanted to play rugby professionally and he shared his passion for cooking:

> "*I love cooking!" (John, 3/ 02/ 2019).*

Tsitsi was passionate about the possibility of playing bocce as a professional and working in the laundry department. She also indicated that she would like to do work that is sports-related such

as bocce. At the time of the study, she was going for driving lessons, and she also saw driving as a possible career:

> *"Well, working in the laundry and to play sports as a career, doing a career in sports whilst I play sports. I also see myself as a driver." (Tsitsi, 3/06/ 2019).*

Jason identified coaching as a possible future work opportunity*:*

> *"You can coach children. Whilst you are coaching other children, you might not know what your future holds because you might be called again to coach if you have performed the job well." (Jason youth, 18/ 02/ 2019).*

Benjamin enjoyed playing golf and woodwork and he wanted to pursue these as careers. Benjamin also aspired to work as an assistant at a golf course:

> "*I would like to pick balls at the golf course." (Benjamin youth, 20/10/2019).*

From my observations, he was also good at both golf and woodwork (Journal entry, 21/10/2019). Similarly, Tsitsi saw herself going forward with playing bocca as a sport and John wanted to play tag rugby.

The scarcity of work opportunities for youth with intellectual disabilities will be presented in the next section.

4.2.2 There is nothing!

This section reveals that livelihood opportunities for the youth who participate in sports is still a concept that needs to be explored. Whilst parents could identify possible potential work opportunities for their youth in sport, they had not seen these opportunities becoming available to youth with intellectual disabilities in the Zimbabwean context. These parents of youths aspired for their children to have work opportunities in sport; however, they had limited exposure to work opportunities in sports for youth with intellectual disabilities.

"I've never seen the exposure of people with disability, so I had never seen them doing anything of substance. I have heard of one or two athletes, but I don't know how they did their things so that they reach where they are now." (Susan parent, 18/ 02/ 2019).

Susan mentioned that there was not much recognition for sports for youth with intellectual disabilities and she hoped for change in the future*:*

"I have not yet heard about a lot of fame. I think with time, children with disabilities will get more exposure." (Susan parent, 18/ 02/ 2019)

Similarly, when the youth were asked whether they had had any work opportunities related to sport, they confirmed that they were not given these opportunities:

"We are not given any work!" (Tendayi youth, 04/ 02/ 2019).

"There is nothing!" (Jason youth, 18/ 02/ 2019).

"No, I have never been given any work." (Tsitsi, 3/ 06/ 2019)

In contrast, a skills trainer provided examples of youth with intellectual disabilities that he has taught who have managed to find employment. One of the female youths was employed at a nursery while a male youth had been assisted by his family to open a workshop that does woodwork:

"*Then there are some, like now we have a girl who left here just now who now works at a nursery. There is also a boy who used to work here. The family opened a workshop for him." (Kevin skills trainer, 3/ 06/ 2019)*

However, these work opportunities were not directly linked to the youths' sports participation, and they were the exceptions and not the norm. From the observations during the study, the youth were having difficulty securing employment. During the participant observations, there were some work opportunities being offered to youth with intellectual disabilities in sports, but these encounters were few. I observed Joseph who was a research participant and who had been employed by Zimcare Trust. Joseph coached other children with intellectual disabilities in sports as part of his duties. Jason coached other youth with intellectual disabilities on a voluntary basis during sports training. I also observed that at one of the golf where courses the youth with

intellectual disabilities train, they employed two individuals with intellectual disabilities who were not part of the study as grounds men. One was employed on a full-time basis whilst the other one was employed on a part-time basis:

> "*Well, there is a guy who works for us, you know. He has been with us for a long time. He is responsible for maintaining the golf course, picking up golf balls and preparing the golf course for sports events. He also plays very good golf." (Mason sports manager, 22/ 11/ 2019)*

Mason also mentioned that he pays the men with intellectual disabilities whom he employs a decent wage, which was encouraging. Perhaps some employers were open to employing youth with intellectual disabilities and the concept of providing work opportunities for the youth was just not a dream.

> *"We pay them a decent wage." (Mason sports manager, 22/ 11/ 2019)*

However, the other golf course where the youth with intellectual disabilities who participated in the study also train did not employ youths with intellectual disabilities at all. A major difference between the two golf courses was that the manager of the golf course who offered employment to youths with intellectual disability also coached them and had more exposure to, experience and awareness of their capabilities, whereas the other manager had limited exposure to these youths.

The two youths who had been employed at the golf course were recruited because they used to practice golf at that golf course through the Special Olympics programme:

> *I guess we sourced them through working with schools that cater for children with special needs. I'm sure you noticed on Thursday that we work with quite a number of schools." (Mason sports manager, 22/ 11/ 2019)*

Mason provided proof that work opportunities through sports participation were possible to attain for youth with intellectual disabilities. The youths' capabilities that could have enabled them to access work opportunities are now discussed as follows.

4.2.3 The youths' potential enablers for employability

The youths demonstrated that they had many capabilities which could be useful as work skills. They showed mastery in skills that they were being taught at the vocational training centres. Joseph was a project participant at his school. His hard work and motivation had resulted in him being recognised by his school head who employed him as a project participant. As such, he was entrusted with performing duties such as helping children with intellectual disabilities who were boarders to get ready for school, coaching the children in sports, traditional dancing and music, gardening and doing errands for the school. He received a small stipend for his work (Journal entry, 20/ 11/2018).

While Tendayi was rather passive and required others to direct him for his participation, when he was given an instruction by his skills trainers, he would follow. During a cookery festival to which athletes who were youth with intellectual disabilities were invited, he was asked to watch over the bags of the skills trainers, sports coaches, and other youths. He did this diligently. He also followed instructions in the woodwork workshop where he was being trained (Journal entry, 29/05/ 2019). Tendayi's mom shared that her son could cook, and he was responsible for cooking at home every Sunday. Her son was also independent in aspects of self-care such as bathing, shaving, and washing his clothes.

> *"He does the cooking every Sunday! He can cook spaghetti, sadza, rice. I get home and he will have cooked for me. He can now shave and bath by himself. "He can now wash his clothes, though with minimal difficulty" (Lisa, parent, 04/ 02/ 2019)*

John was motivated and full of life. He was articulate about his dreams of wanting to become a cook. He worked hard on the sports field, despite having a mild hemiplegia and a limping gait when he walked and ran. He tried hard to do just as much work, both on the sports field and during vocational training, as other youth with intellectual disabilities who do not have a physical disability. He was passionate about cooking and playing soccer (Journal entry, 3/03/ 2019). John's aunt shared that he was able to read. He was also very articulate in speech.

> *"Yes he can read! When you give him a book or even a bible, you will not speak to him. If someone likes soccer, he may fail to see or know that he is like this because he talks*

sense so much that another person who hears him speaking and who does not know his mental state will not know that John is a 'Downs syndrome.'" (Emily parent, 3/ 03/ 2019).

I also noticed that John was surprisingly very articulate and provided abstract reasoning to his answers in the interview (Journal entry, 19/11/2018).

John was functionally mobile as he was able to travel from his home to his school independently. He also had no difficulty with checking the correct change when he paid for his bus fare. John was always punctual to get up in the morning and bath to go to school. Punctuality is an essential attribute to have in a work environment*:*

"He can go to school by himself! He knows the Maths about his change." (Emily parent, 3/ 02/ 2019)

Susan described her son, Jason, as a sociable fellow. She spoke of him with much praise and adoration. She had a smile on her face as she spoke confidently of her son's capabilities. Jason's mother had this to say of him:

"He is a sociable guy. He knows how to cook. He knows how to bake. He knows how to sew. He knows how to clean the house. He does the garden through and through. He does gardening at home. We are able to eat vegetables from the garden because of him. Like this summer season where people are planting crops, he can plough and even get 2-3 hundred dollars. He will be going to school and at the same time working during the weekend. At home when he is given jobs to plow, he ends up plowing with the other youth in the neighbourhood that do not have jobs. You end up finding them helping him to plow if the money that he is getting is good such that they benefit from learning and from the jobs that he acquires." (Susan parent, 18/ 02/ 2019)

Jason's contribution towards the family's food production and income was especially important as Jason's mother was a widow and she was unemployed. Jason also demonstrated some leadership skills and he was very motivated. I observed his leadership skills during a soccer training session where he led the warm-up session at their training school. He instructed the

other youths as to what exercises to do during the warm-up and the other youths followed his instructions (Journal entry, 20/11/ 2018).

"*I sometimes teach other youth how to play sport." (Jason youth, 18/02/2019)*

Tsitsi was motivated and goal oriented. At her training school, she was responsible for doing laundry, ironing and packing clothes for other youths. She did her work at the laundry department very diligently and wholeheartedly. She was motivated to achieve in bocce. The opportunity to go to Abu Dhabi to play bocce in the 2019 Special Olympics Games led her to believe that she could achieve more. Tsitsi was able to read. She was going for driving lessons at the time of the study. She had written the provisional driving test three times and failed but her marks kept improving. She could perform activities of daily living such as bathing and grooming independently. She was very articulate in her speech (Journal entry, 2/ 06/ 2019).

Benjamin was motivated in what he was being trained in at the vocational training school and in sports. He was being trained in carpentry and he produced a beautiful cup holder. He also won a gold medal at the Special Olympic Games in Dubai in 2019 (Journal entry, 21/10/ 2019). Mary had this to say of her son:

> *"He is able to pack his things nicely and he is actually smarter than his younger brother. He came home with a cup stand that he had made. At home he is able to clean the house and cook. And the garden! He is able to plough the garden and plant some vegetables." (Mary parent, 20/ 10/ 2019)*

The youths had also made significant achievements as athletes in sports. For example, Joseph received sports prizes at school and represented Zimbabwe in golf in Abu Dhabi in 2019. He won a bronze medal at the Special Olympic Games. Tendayi had also scored some goals whilst playing soccer:

"*We once beat a team and we won a medal and a trophy." (Tendayi youth, 20/10/ 2019)*

John had the opportunity to travel locally through his participation in sports:

"*I have travelled locally." (John youth, 3/03/2019).*

Jason had opportunities to win gold and bronze medals locally for playing sport and was selected to represent Zimbabwe in Abu Dhabi for the 2019 Special Olympic Games where he won a bronze medal:

> *"Whilst playing sports, I was able to travel to other countries and win medals." (Jason youth, 18/02/2019)*

Tsitsi represented Zimbabwe in the 2019 Special Olympic Games. She won a gold medal. Consequently, Tsitsi's parents bought her a car to celebrate her achievements in sport. Benjamin played golf in the 2019 Special Olympics and he won a gold medal.

The youth also demonstrated the ability to play sport and compete with non-disabled youth. Emilda, who was a skills trainer, confirmed that youth with intellectual disabilities were capable of competing with non-disabled youth.

> *"We see that our youth are capable to compete with non-disabled youth. Yes they really compete with people who are normal. Like last week we had a game of tag rugby. They had an opening event of their new building. So they actually played whilst competing with the normal youth." (Emilda, skills trainer, 3/ 06/ 2019)*

At the unified games sponsored by the Special Olympics, I made the following observations:

- Joseph playing unified golf with a non-disabled youth and their performance was on the same level (Journal entry, 10/11/ 2018).
- Jason playing bocce with a non-disabled youth and in fact played better than the non-disabled youth.
- The interaction between youths with intellectual disabilities and non-disabled youths was good.
- Tsitsi conversed well with the non-disabled youths (Journal entry, 4/12/ 2018). From the above observations, the youths also displayed enormous determination, diligence, and motivation, both in the work skills they were being trained in and in their participation in sports. Coach Nicholas highlighted their capabilities:

> *"They are capable of working hard," (Nicholas sports coach, 27/ 04/ 2019).*

The youths were also capable of being punctual at work. Mason shared his experience of employing people with intellectual disabilities who were hard working and punctual. Mason's employees with intellectual disabilities really valued the work; therefore, they would put maximum effort into their performance. Mason even recalled how one of his employees with intellectual disabilities had injured his hand; yet that did not deter him from practicing golf. He went to Moscow for the Special Olympics, and he won a gold medal.

> *"They are both very hard working. They come to work on time and having this job means the world to them.*
>
> *He once had his hand injured but that didn't deter him from playing golf. He still went to play at Moscow and won a medal." (Mason sports manager, 22/ 11/ 2019).*

I also observed that at the training schools, the youth had a culture of working hard and being committed to their work. There was a time when one of the training schools did not have water. Tsitsi and another youth that she works with in the laundry did not let this deter them from performing their laundry duties. They fetched water from the swimming pool and did the laundry. I also noticed that at the training schools, the youths only took breaks when it was a designated break time. The youths were also capable of performing their work duties efficiently (Journal entry, 28/06/ 2019).

> *"If they grasp the work, they do their work properly." (Julian sports coach, 28/ 05/ 2019)*

Emilda, who is a skills trainer, also attested that youths with intellectual disabilities can grasp work skills:

> *"Although some of them are slow learners, they are capable that you can actually work with them and make progress with them." (Emilda skills trainer, 3/ 06/ 2019).*

Another skills trainer mentioned that the youths were able to garden and they could even be engaged in work to do with landscaping:

> *"We have some of our children who can work in the gardens and in the grounds such that you are able to do landscaping with them." (Kevin skills trainer, 3/06/2019)*

The youths also showed signs of maturity, which is another important requisite skill in a work environment. When I would arrive at the training schools, the youths would always ask me whether I needed help and they would always greet me. They displayed good manners that sometimes are not seen in non-disabled youth (Journal entry 3/ 03/ 2019). The parents also noticed signs of maturity in their children. Lisa mentioned that she discussed issues of inheritance with her son, namely that he must not give away or sell property when she dies. He was able to show that he remembered and understood what she had said.

> *"No mama, you told me not to sell" With him he listens. (Lisa parent, 04/ 02/ 2019).*

Lisa's son was also able to notify the mother's support system when she became bed-ridden because she was not feeling well:

> *"The neighbours reported that they were told by my son that I was not feeling well. I think he is maturing." (Lisa parent, 04/ 02/ 2019)*

Tendayi was also able to stand up for his mother when other relatives were seemingly taking advantage of her. When the mother's uncle had a habit of taking the mother's car and not replacing the fuel, Tendayi told his uncle that he had to replace the fuel in the car that he had used when he borrowed it. Although Tendayi was blunt when he spoke to his uncle, he understood the concept that his mother was being taken advantage of and he needed to stand up for her*:*

> *"When my uncle asks for the car, he will say, "I want to tell you that you do not put fuel, or oil. Where do you think my mother will get the money from?" (Lisa parent, 04/ 02/ 2019).*

Emily also acknowledged that her nephew demonstrated maturity because he was able to detect when she was sad and was able to counsel her.

> *"He is intelligent! If you show him that you are sad, he really knows that you are sad and he just says, "mmm but this person has done wrong." When I am with John, I don't stay quiet or hurt. We really discuss all topics. He can really assist me if I share a problem with him." (Emily parent, 03/ 02/ 2019).*

Similarly, Susan described her son as a well behaved and God-fearing person. She acknowledged that he followed instructions:

> *"He knows the Lord… I feel that he is well behaved. Jason generally listens to instructions." (Susan parent, 18/ 02/ 2019).*

The study revealed that the youths had many attributes desirable in a work environment, including determination, motivation, diligence, maturity, being punctual, and being well mannered. At one sports event I also had the privilege of meeting one youth with intellectual disability who had been chosen to be the Sargent Shriver international global ambassador for the youth with intellectual disabilities at the Special Olympics. He would represent the youth with intellectual disabilities at an international platform such as the United Nations and advocate for the needs of youth with intellectual disabilities. A Zimbabwean youth with intellectual disabilities had been identified for his capabilities and was being recognised at such a global level. This youth was articulate and well mannered. He had managed to attain five O' levels after several exam sittings, yet despite his determination and achievement in sports and other aspects of his life, he was struggling to secure employment. Although he had managed to attain such a high-ranking title, there was not much coverage of his successes in the media and he had still not managed to find work.

The work skills that the youths with intellectual disabilities gained through sports participation are highlighted as follows:

4.3 Sub-theme 2: Optimising livelihoods' development through sports participation

Sub-theme 2 deals with the limited opportunities for the youth to translate the work skills learnt through participating in sports into accessing work opportunities. The youths, their parents and their sports coaches identified work skills that the youths have gained through sports participation. However, these skills were developed incidentally, possibly because they were asked during the research regarding work skills the youths could gain through sports participation. There was no real plan to ensure that youths with intellectual disabilities would gain work skills from participating in sport. The reality was there were limited opportunities for the youths to translate skills learnt through participating in sports into accessing work

opportunities. The sports managers explained that they as employers were not aware that the youth were gaining work skills through sports participation. This suggests that the work skills youths may be gaining through sports participation remain hidden and unproven to potential employees.

4.3.1 Training opportunities in sports

Opportunities for training in sport that were identified in this category were training to become a coach or a professional sportsman, learning how to perform work tasks and learning time management. Additionally, opportunities for training in sport included learning how to be a referee. Sports coaches identified training to be a coach as a possible skill that could be learnt by youth with intellectual disabilities whilst playing sport.

> "*They are some jobs that we give them where we work together in sports such as being a coach where they teach other youth with intellectual disabilities sports so that they may excel." (Julian sports coach, 28/ 05/ 2019).*

Youths with intellectual disabilities who participated in the study also identified coaching as a skill learnt through participation in sport. Joseph said the following about coaching other youths with intellectual disabilities in sports:

> "*I will be helping those who are not able to play sport. I will be helping to train them in sports." (Joseph youth, 19/ 11/ 2018)*

One of the sports coaches who participated in the study saw training to be a referee as a possible skill that youths with intellectual disabilities can be trained for and he actually trained youths with intellectual disabilities on becoming a referee during sports participation:

> "*If we say we are playing sports, we will then say you are the ref and the youth will begin to learn about being a referee." (Julian sports coach, 28/ 05/ 2019).*

Participating in sports also gave the youths opportunities to train as professional sportsmen. Jack identified training to be a professional sportsman for youth with intellectual disabilities as a skill they learn whilst playing sports:

> *"Others play to become professional golfers and I would put the youth who come here as people who want to train to become professionals in their group of intellectual disabilities." (Jack sports manager, 29/ 11/ 2019)*

Similarly, the youths with intellectual disabilities, Jason and Benjamin, acknowledged that they were being taught skills of the actual sport they were playing:

> *"We are taught how to play golf. There will be numbers. If you hit the ball and it goes to number 100, you will have done well." (Benjamin youth, 20/ 10/ 2019).*

Emilda also identified learning the skills of the sport as a work skill that youth with intellectual disabilities acquired through sports participation:

> *"In tag rugby, they are getting opportunities. Before we play our games, they come. They even have sessions where they are taught how the game is played, theory and practical. So that is what they are made to do." (Emilda skills trainer, 3/ 06/ 2019)*

Observations were made that the youths with intellectual disabilities would receive sports training at least twice a week at their schools. Some of the youth would also go to practice golf at a golf sports club with professional sports coaches. These youths would be taught skills such as putting, chipping, pitching and going through woods and irons in golf. The more experienced youths such as Jason and Benjamin would play a round of golf with their sports coaches on the golf course.

The other youths who played bocce would go to a school in town with better sporting facilities to practise bocce. The youths going to Special Olympics would receive extra training. For example, Joseph was receiving two extra training sessions of golf as he prepared for the Special Olympic Games that were held in Abu Dhabi. The youths with intellectual disabilities would even receive further training in their chosen sports at events like the Special Olympics Unified Games.

> "The youths also learnt how to perform work tasks through sports participation: *We prepare the grounds. We'll be marking the lines, making sure the bars are straightened and also putting pegs on the corner flags or putting up nets if there is a soccer match" (John youth, 3/ 02/ 2019).*

Through an organisation for tag rugby, a clean-up campaign for youths with intellectual disabilities was organised to clean public areas in their communities such as shopping malls. This would make them more visible in their communities and teach the community that youths with intellectual disabilities are capable of being productive. The clean-up campaign was also organised to teach youths with intellectual disabilities the skills of cleaning (Observed on 18 May 2019).

When Benjamin was asked what work experience, he has had through sports participation, he confirmed that he had participated in a clean-up campaign that was organised by the tag rugby association.

> *"I went to a clean-up campaign for tag rugby." (Benjamin youth, 20/ 10/ 2019)*

Emilda also mentioned some of the work skills the youth practiced during the clean-up campaign that was organised by tag rugby:

> *"We picked up litter, we swept, we went to the shops, and we got into the shops and cleaned. We then came back, and we cleaned our own yard" (Emilda skills trainer, 3/ 06/ 2019).*

The researcher also observed that at the unified games that were organised by the Special Olympics, youths with intellectual disabilities were asked to pick up litter before the start of the event to prepare the fields where the event was going to be held and as a way of teaching the youths work skills (Observation made on the 4th of December 2018).

> *"We prepare the grounds, we'll be marking the lines, making sure the bars are straightened and also putting pegs on the corner flags or putting up nets if there is a soccer match." (John youth, 3/02/2019)*

The youths at the Special Olympics Unified Sports were also involved in art activities including handprints, finger painting, printing using leaves and painting with a paintbrush. They also splashed paint onto a paper by filling balloons with paint and throwing them onto the paper. The athletes who were going to Abu Dhabi to participate in the Special Olympics were engaged in making key rings using beadwork. The art skills taught were all potential work skills (Journal entry, 4/12/ 2018).

Participating in sports also taught the youth time management skills as the youth had to perform the sport at a specified time and this taught them aspects of time management. Kevin, who is a skills trainer acknowledged that time management was a skill that youth with intellectual disabilities learnt through sports participation. He had seen that the time management learnt by these youths through sport participation was translated to the work situation when he was training them:

> *"Like time keeping. A youth who participates in sport is quick to be good at time keeping than a youth who does not play sports because during sports the youth will know that this is now time to play sports. You can also see this at workshops and projects that they are able to keep time. If you tell him that we are starting work at this time, he will come exactly at that time because he will be used to sports where they work with time." (Kevin skills trainer, 3/ 06/ 2019)*

The skills the youth were taught through sports participation that were aimed at enhancing their personal growth are presented as follows.

4.3.2 Building the self

The sports coaches, Samuel (parent), Emilda (skills trainer) and youths with intellectual disabilities, expressed the view that participation in sports enhances youths with intellectual disabilities' self-confidence in their abilities. By telling these youths that their disability does not mean that they are not capable of doing things, the youths gained confidence in their abilities:

> *"Tag rugby has their theme which says disability does not mean inability" (Emilda skills trainer, 3/ 06/ 2019).*

The sports coach for tag rugby also said the following:

> *"We want to instill in them a mindset of not believing that they can't." (Nicholas sports coach, 28/ 05/ 2019)*

For the youth with intellectual disabilities, participating in sports gave them the opportunity to achieve. Mastery in sports enhanced their self-confidence, motivation as well as their

determination. This self-confidence could be translated to other tasks or skills such as work skills.

Tsitsi expressed the following after winning a gold medal at bocce at the Special Olympic games:

> *"It is going to help me to work hard in everything that I do and it is going to help me to be a person who is on a higher level. (Tsitsi youth, 3/ 06/ 2019).*

She also believed that participating in sports motivates one to do things to perfection:

> *"Whilst playing sport I learnt that you must do your things to perfection" (Tsitsi youth, 3/ 06/ 2019*).

Participation in sports also brought with it perks that might not have been otherwise available to the youths with intellectual disabilities. A sports coach mentioned travelling opportunities as a reward that could motivate youth with intellectual disabilities:

> "*So we want that wherever the youth will be, he must know that running will get me far and it enables me to see other places that others who do not know how to run do not know about." (Julian sports coach, 28/ 05/ 2019)*

The sports coaches encouraged the youth to persevere in the sports they were involved in:

> "*So we go on teaching that wherever the youth is, they must continue to persevere in the sports that they are able to do." (Julian sports coach, 28/ 05/ 2019).*

Samuel (parent) also noticed that his son's achievement to be selected to represent Zimbabwe in the Special Olympics in Dubai motivated him to work harder:

> *"It has given him the zeal to actually get better" (Samuel parent, 21/ 11/ 2018).*

He also mentioned that youths with intellectual disabilities learn that they must work hard and with determination through sports participation:

> *"The ability also to compete with other children has given him the sense that look nothing comes out easy." (Samuel parent, 21/ 11/ 2018)*

Jason believed that playing sports enhances one's motivation:

"Playing sports puts you on top and makes you play better and it increases your experience." (Jason youth, 18/ 02/ 2019).

Participating in sports also gave the youth exposure to other youth and the opportunities to socialise. I observed that during the unified games, youths with intellectual disabilities would learn and share experiences with the non-disabled youths. I observed Joseph practicing unified golf with a non-disabled youth and they would share ideas on how to play (Observation, 20/11/2018).

I also observed that during the traditional cookery festival when the youths with intellectual disabilities were cooking with non-disabled youths, they assisted each other with the meal planning, time planning and meal preparation. The non-disabled youths assisted in assigning the work tasks so that they could finish the meal preparation on time (23/05/2019). The nondisabled youths also assisted with higher functioning skills such as writing out the meal plan. Sometimes the youths with intellectual disabilities would play sports better than the non-disabled youth, as I observed when Jason was playing bocce with a non-disabled youth (4/12/2018).

When the youth travel, for example for Special Olympics or for other tournaments outside of their school, they also acquire new ideas, as they learn new skills through interaction with others:

"*What they get is they will be seeing the skills of others when they go there and they will come across things that they say when I come back home, I will come and do what I saw this other youth doing." (Julian sports coach, 28/ 05/ 2019)*

"I have learnt to socialize with people like me at sports matches" (John, 03/02/2019).

In tag rugby, they also had the opportunity to play and interact with non-disabled youths:

"*The youth with intellectual disabilities first play their game by themselves, and then they play mixed with the non-disabled youth, which helps them." (Emilda skills trainer, 03/ 06/ 2019).*

The ability to socialise could translate to good interpersonal relationships or business partnerships at work. It can assist the youths with intellectual disabilities to build social capital and enable them to find work or business opportunities.

Samuel mentioned that sports had created opportunities for his son to interact with other youths and it enhanced his son's ability to interact with others:

> "*Sport has actually opened the doors for him to be able to mix with other children from other schools from other parts of the country. He is now able to relate to others without any challenges." (Samuel parent, 21/ 11/2018)*

John commented that his involvement in sports allowed him to interact, initiate conversations and socialise with other youths including youths without disabilities. Being able to interact with non-disabled youths may become a useful skill for them, especially if they have opportunities to work in the open labour market:

> "*Especially at home I feel I can talk to people without disabilities. We just talk about stuff, sport, the première league." (John youth, 3/ 02/ 2019).*

Participating in sports also taught the youth several social skills that can be useful work habits in a work situation. Jason learnt the following through sports participation:

> *"You must also treat others well so that you get other chances of going to play again. We were taught that you must not look down on others and say the person is like this or like that. You must not say to yourself that I know it all. I learnt that you must be able to listen to what others are saying." (Jason youth, 18/ 02/ 2019)."*

Tsitsi also identified listening as a skill that she had learnt through sports participation. She also saw the ability to listen to her sports coaches as being a skill that can be translated to a work situation:

> *"I have learnt to really listen to my coaches. I must listen to all that is being said by the head of where I will be working." (Tsitsi youth, 3/ 06/ 2019).*

Jason also learnt to practice self-control through sports participation. He learnt not to hit and shout at others during sports participation:

> *"You must practice self-control when you are around other people. Even shouting at others can prevent you from going far in sports. Hitting others and getting into fights can prevent you from going far. You must just treat others well." (Jason youth, 18/ 02/ 2019)*

I also observed during the Paralympic Games that the youths with intellectual disabilities were taught good sportsmanship as they would shake hands with the individuals from the other teams that they were competing against before and after a match (2/01/2018). Both Tsitsi and Jason identified working in a team as a skill that one can learn through sports participation:

> *"If you want to achieve, you should work as a team and as a unit. The defenders defending the balls, mid fielders supplying the balls to the strikers, crossing the ball, and making space so that strikers can score a goal." (Jason youth, 03/ 06/ 2019).*

4.3.3 Enhancement of skills

Fitness was identified by Coach Nicholas as a skill that one learns whilst playing rugby which could be used at work for youth with intellectual disabilities.

> *"Ok, in a work situation, let me just say, through rugby, for your child to play rugby, basically, you want to keep them fit." (Nicholas sports coach, 27/ 08/ 2019).*

Kevin saw the fitness gained in sport by youths with intellectual disabilities as being translated to fitness in heavy duty work. He saw the youths with intellectual disabilities who participate in sport as having an advantage over youths who do not participate in sport during work tasks, and he acknowledged that youths who participate in sport tend to work harder.

> *"During sports the youth will be exercising which helps them to keep fit. We can really see the youth who participate in sports in workshops as they tend to work hard at their job. They work harder than those youth who do not participate in sports" (Kevin skills trainer, 3/ 06/2019).*

John also identified fitness as a skill that he gained through sports participation. Fitness for him is also important as he has mild hemiplegia*:*

> *"Sport strengthens the muscles. When you are running chasing the ball or trying to beat the striker from the opposite team you have to be working hand in hand, coordinating your muscles, legs and back." (John youth, 3/ 02/ 2019)*

Although Jack, who is a sports manager, identified fitness as a reason why some people engage in sport, he did not necessarily link the fitness gained in sport to the work situation or as a work skill for the youth.

Participation in sports also provided the youth with a platform to learn cookery skills. The youth with intellectual disabilities who were part of the Special Olympics were invited to a traditional cookery festival that was hosted by the first lady of Zimbabwe, Mrs. Auxillia Mnangagwa. The youth had an opportunity to be invited to participate in the cookery festival because of their involvement in sports. At the cookery festival, the youth with intellectual disabilities had the opportunity to participate in a cookery competition where they were supposed to plan a traditional meal and serve it within a specified time. The youth with intellectual disabilities were taught how to switch a stove on and off. They were advised on how to plan for a meal by professional chefs. In addition, they performed the cookery task alongside non-disabled youths, sharing their knowledge with these youths. They were also trained by the professional chefs how to serve the food. The youths with intellectual disabilities also had the opportunity to observe the chefs cooking various dishes.

> *"The following days the chefs from the big hotels were the ones who were cooking. So we saw that ok, cakes are made this way. So those are some of the things that we are giving youth the opportunities to see so that in future they may also do it. I think that Special Olympics did well because it said to schools such as this one, please may we have youth to go and cook, who can also show their skills of cooking" (Julian sports coach, 28/ 05/ 2019).*

I also observed that at sports events such as the Paralympic Games, some of the athletes from the ZIMCARE trust school were assigned to serve the food and to wash and pack away the dishes and other utensils after the youths with intellectual disabilities had finished eating. These were all skills to do with cookery skills. **(**Observations made on the 2nd of January 2018).

Participation in sports also provided the youths with the opportunity to learn agricultural skills. At sports events, the youth with intellectual disabilities carried vegetables that they would have grown at their training centres and meat from animals that they would have reared. These

experiences gave them training in terms of the cause and effect of growing their own vegetables and keeping domestic animals for food:

> "*We keep chickens. So those are some of the work skills we will be teaching when we are rearing chickens because when we go to sports, we can carry the meat. We can also carry the vegetables that we would have grown from doing gardening." (Julian sports coach, 28/ 05/ 2019).*

Organisational skills were also found to be learnt through sports participation. At the unified games that were sponsored by Special Olympics, a youth with intellectual disability who was not part of the study was given the opportunity to plan and organise the whole event. He worked alongside a youth without disabilities so that they could share ideas and experiences. They had to plan the games that were going to be played for the event, the sports equipment that was needed for the event, the players, and the layout of the sports event.

Coach Julian also believed that by assigning youths with intellectual disabilities roles of responsibility such as being a sports coach, they can learn organisational skills.

> *"To be a sports coach, one must already know what the place where they are going to play the game looks like? So now that we are going to prepare for this match, what is needed? So the coach will already know and he will pack what is needed for the sports event. He will now have skills that if we are going to play this particular game what is needed is this and that." (Julian sports coach, 28/ 05/ 2019).*

It appears youths learn a lot of skills through sports participation. However, Jack the sports manager, revealed that potential employees may not necessarily be aware that the youths with intellectual disabilities are acquiring these skills and they may therefore miss out on work opportunities that require the skills learnt through sports participation. Sadly, the skills that youth learn through sports participation were hidden as there was not much awareness of the acquisition of these skills. (Journal entry, 30/ 11/ 2019).

> *"I do not even know what the youth with intellectual disabilities are being taught. I can't comment on what will be suitable for youth with intellectual disabilities because I do not know what they are being taught at their school". (Jack sports manager, 29/ 11/ 2019).*

4.4 Discussion

The potential work opportunities that were identified in this study for youth with intellectual disabilities were becoming a professional athlete, referee, coach, and a sports commentator. Vending such as selling food items and clothes, becoming a salesman or a till operator and advertising were also found to be potential work opportunities for the youths.

The youths with intellectual disabilities had aspired to become professional athletes, sports commentators, and sports coaches as well as drivers, cooks, carpenters and working at laundromat. However, the efforts, activities, and support to ensure that the youths' participation in sports was resulting in their livelihoods development were inadequate and as a result, the youths' aspirations remained a dream.

The youths demonstrated that they had capabilities that were potential enablers for employability, including being diligent and motivated. The youth were also able to grasp some concepts of the skills that they were being taught at the vocational training centres and in sports training. Furthermore, they were capable of following instructions and being responsible. They were punctual for work and sports activities, and they could perform activities of daily living such as cleaning, cooking, and gardening.

The skills that were identified as being learnt through sports participation were coaching, the actual sport being played, refereeing, time management, fitness training, self-confidence, perseverance, and determination, as well as other skills such as cleaning up shopping malls, cookery, and agriculture. The study also identified that the youths with intellectual disabilities' participation in sports gave them opportunities for social interaction with non-disabled youth, which could be a good platform to build reciprocal relationships so that they can work together in inclusive employment in future.

There were not many studies in literature that focused on the work skills' development of youth with intellectual disabilities in sports. Most of the literature focused on the recreational, social, emotional, and psychological as well as the health benefits of sports participation for the youth, for example, McConkey et al. (2013) carried out a study in Germany, Poland, Hungary, Serbia, and Ukraine on promoting social inclusion through sports participation for youth with intellectual

disabilities. McConkey, Poschtein, Carline and Menke (2019) carried out a study in the United States, Poland, Romania, Germany, Ireland, Finland, Austria, and Malta on promoting social inclusion for players with intellectual disabilities. Jeanes, O'Connor, Magee and McGrath's (2019) study on examined the health and social impact of participation in cricket for people with intellectual disabilities in Australia whilst Hudson, Mrozik, White, Northend, Moore, Lister, and Rayner (2017) identified physical and psychological benefits in their study on community football teams for people with intellectual disabilities in the UK. The potential link with the study that I conducted is these studies list the benefits and skills that youths with intellectual disabilities can gain through sports. However, these studies do not focus on the link between sports participation and livelihood development of youths with intellectual disabilities. The studies present as missed opportunities for exploring potential livelihood development of youths with intellectual disabilities could potentially gain through participating in sports. Studies that explore the link between developments of work skills through sports participation for youth with intellectual disabilities are even scarcer.

I only managed to find one that was related to my study where Lorenzo et al. (2019) sought to map the participation of youth with disabilities in general and their participation in sports and other leisure activities to facilitate livelihoods' development in South Africa. However, Lorenzo et al. (2019) did not establish the actual skills youth with intellectual disabilities gain through sports participation and their study was looking at youths with disability in general and not just youths with intellectual disabilities. Moreover, McGarty and Melville, (2018) from the University of Glasgow in the UK conducted a literature search to ascertain parental perception of the participation in sports of their children with intellectual disabilities. They commented that studies that explore the participation of children and youths with intellectual disabilities in sports also appear to be limited and this further exposes the scarcity of studies conducted on youths with intellectual disabilities and their participation in sports. The themes in this chapter have provided new knowledge with regards to youths with intellectual disabilities and what skills development and work opportunities they could potentially gain from participating in sports. This is expanded on further in Chapter 7.

This study also revealed that although youths were learning important and relevant work skills through participating in sports and sports events, these skills were not translating into work

opportunities. Although the youths were attending post-secondary education at the vocational training centres, their training was not resulting in adequate employment opportunities. These findings are in contrast with those of Moore and Schelling (2014) who conducted a study in the USA and found that attending post-secondary programmes that focused on vocational training results in significant positive employment outcomes for the youths compared to the youths with intellectual disabilities who do not attend these programmes. My initial assumptions at the beginning of the study were that youth had limited opportunities for work skills development and work. These assumptions were confirmed by the findings of the study, which showed that youth with intellectual disabilities did have limited opportunities to livelihoods development. McConkey et al. (2013) conducted a study on youth with intellectual disabilities who were athletes from the Special Olympics, their parents, sports coaches, partners, and community leaders in five countries, which included Germany, Hungary, Poland, Serbia and Ukraine. Their study related to promoting social inclusion through unified sports and they also found that the youth have largely been excluded from formal education and employment. Opoku Mprah, Moitui and Badu (2017) also found that people with disabilities in Kenya had a high unemployment rate and generally had limited work opportunities. They advocated that employment is a basic right for everyone, including people with disabilities, and is an important step towards their overall empowerment, independence, social inclusion, and wellbeing. This study that I conducted revealed that youth who participated are disempowered with regards to work opportunities as there seems to be no clear pathway between the skills that they are learning through sports to work opportunities. Lysaght and Jung (2012) conducted a study on perspectives on the employment of people with intellectual disabilities in Canada and found that individuals with intellectual disabilities typically have limited opportunities to be engaged in paid work.

The youths had a deep desire to acquire work yet the opportunities for employment in the environment were scarce. Kumin and Schoenbrodt (2016) conducted a survey of adults with Down's syndrome in the US to find out their reason for being unemployed and over four times as many people indicated that they were looking for a job as opposed to not being interested in working. They found that most youths with intellectual disabilities want to work but they are not afforded the opportunities to be gainfully employed. Castillo and Fischer (2019) from the US conducted a study on the self-employment of people with disability in general and discovered that issues to do with unemployment, aspirations of obtaining work and having an opportunity to earn

a salary represent people with disabilities' top concerns. Most youths with intellectual disabilities aspire to work, to be independent and achieve financial independence as well as a structured life and meaningful social participation (Lysaght, Cobigo & Hamilton, 2012). These aspirations were also evident in this study where the youth expressed needs for livelihoods' development linked to getting married and having their own families.

Although the youth expressed desires to work, they were disempowered as to how to go about securing work opportunities. According to Holwerda (2013) from the Netherlands, the attributes that youths with intellectual disabilities needed to be empowered regarding their livelihoods development were motivation and a high self-esteem that is anchored by family involvement and support.

4.5 Conclusion

This chapter offered a description and explanation of the work skills and potential work opportunities youths with intellectual disabilities could gain from participating in sports. This chapter also gave insight into the capabilities of the youth that were potential enablers for employment. Youths with intellectual disabilities were developing skills that were relevant for work through sports participation. However, these skills were not translating to a clear pathway towards the youths' participation in work. Youth with intellectual disabilities were being excluded from work opportunities at sports events and participation was not organised in a manner whereby the sports coaches, skills trainers and sports managers were aiming to enhance the youths' work skills.

The next chapter discusses the roles that parents, skills trainers, sports coaches and sports managers play in shaping the work skills' development of youths with intellectual disabilities.

Chapter 5: Findings and discussion – Part 2: They should do something!

5.1 Introduction

This chapter presents the roles of parents, family or guardians, skills trainers, sports coaches, and sports managers in shaping the skills' development and work opportunities of youths with intellectual disabilities. Quotes from the data are presented in italics. Two sub-themes emerged from the data, namely '***What will become of them***?' and '***Support, encouragement and work preparation***' (See Table 5.1). The overall theme was: **They should do something**!

Table 5.1 Theme, sub-themes, and categories related to roles of adults in shaping the skills development or work opportunities of youth with intellectual disabilities

Theme	**Sub-themes**	**Categories**
They should do something!	***1. What will become of them*?**	Anxiety about the future
		I see him working
		A call for more action!
		Limited parental support
	2. Support and encouragement <u>for</u> work preparation	*What are they saying about our children?*
		Raising the youths' spirits
		Preparing them for work

5.2 Sub-theme 1: What will become of them?

This sub-theme revealed how the parents were troubled and anxious about the future of their children. The parents were all concerned about what would happen to their children once they

have passed on and whether they would be able to find work one day and become financially independent.

5.2.1 Anxiety about the future

Parents were anxious and felt a deep sense of despair about the future about the training of their children in work skills or to their accessing work opportunities. Lisa was worried that her son was already a young adult, yet he was not able to fend for himself. She worried about what would happen to her son once she passed on and was no longer there to take care of him. She felt no one else would be able to take care of her son.

> *"If I'm gone, are my relatives ever going to be able to look after him? That's my other worry." (Lisa parent, 04/ 02/ 2019).*

> *"I will be feeling that he is still vulnerable but right now I am thinking that he is now 24, and then what is the future going to be like?" (Lisa parent, 14/ 02/ 2019).*

Lisa tried to prepare for her son and to allay her own fears by buying a property that she intended to leave for him once she passes on. She also has educated her son on what to do when that she dies and leaves him. Although Lisa was worried about her son's future and had tried to provide for his future by buying a residential stand and teaching him not to just sign documents when she has passed on, Lisa still felt that she had no solutions:

> *"I advise him that don't just sign, sign because him being… that's another factor that scares me that him being the only child and the beneficiary, someone can just make him sign and he won't even know that why am I signing this? That's his money gone, or his property gone! I worry but I do not have any solutions." (Lisa parent, 04/ 02/ 2019)*

She felt that there was no hope for his independence in the future. The fear stemmed from the fact that jobs in Zimbabwe were scarce*:*

> *"I'm scared for the future. There are no jobs." (Lisa parent, 14/02/ 2019)*

This realisation made Lisa hesitate to look actively for a job for her son with intellectual disabilities.

> *"You will already know that he is like that so to be able to look beyond, maybe I'm still hesitating." (Lisa parent, 04/ 02/ 2019).*

Susan expressed similar hopelessness and despair regarding the availability of job opportunities for her son, which she attributed to the economic situation in Zimbabwe.

> *"As for me, for now when I look at the situation in the country, I do not have much hope that I am looking forward to." (Susan parent, 18/ 02/ 2019).*

Along similar lines, Emily expressed hurt feelings that her nephew was now an adult who should be able to look after himself and assist his parents, but he was not able to do so.

> *"Walter should be doing things for us…he should be going to work and assisting his mother. Right now, he cannot assist her. It is upsetting!" (Emily parent, 03/ 02/ 2019).*

She also expressed her fears that no one else would be able to take care of her nephew once she was gone.

> *"I will be thinking that if people do not like him, what will happen to him because Walter belongs to the mother and I only. If I die, what will become of him since he cannot do anything because I must see what to do with him until God has taken him" (Emily parent, 03/ 02/ 2019).*

5.2.2 I see him working

The parents, skills trainers, sports coaches, and sports managers expressed a deep desire for the youths to be in employment. The dreams they expressed of aspiring for their youths to access work opportunities were still just dreams that had not been fully realized. The parents of the youth also indicated that they had limited knowledge on how to make their aspirations of seeing the youth in meaningful work a reality. Their dreams highlighted the importance of the youth's need to have a livelihood. Samuel wanted his son to find work when he expressed aspirations for his son with intellectual disability:

"*I see him working… to do other things independent of myself and my supervision." (Samuel parent, 21/11/2019)*

Whilst Samuel did not mention a specific type of work, he aspired for his son to do, he had a desire that his son should be able to read and to write.

"I would like him to be able to read and write" (Samuel parent, 21/ 11/ 2019).

Lisa also wanted her son to be independent:

"I would want him to be able to survive on his own" (Lisa parent, 04/ 02/ 2019).

Lisa also desired for her son to become a truck driver*:*

"If he attains class 4 driving, then he can do class two driving for driving trucks. At least he will be employed in these companies that go out." (Lisa parent, 04/ 02/ 2019).

Emily was specific about her work aspirations for her nephew, who she felt was very articulate and how he was very well able to describe a match that he would have watched. She commented:

"*He can be a sports commentator." (Emily parent, 3/ 02/ 2019).*

Susan had several aspirations for her son regarding work. She wanted her son to become a teacher who would train other youths in sports and in work skills.

"For him, I actually have the ambition that he will train other children work skills because they are lots of youth who are in the same situation as him who would benefit from his teaching! I can just say I would like him to teach other youth everything…from the sports to the gardening" (Susan parent, 18/ 02/ 2019).

I could tell that Susan was very proud of her son and his achievements as she spoke very highly of him. During the observation it was clear that she was motivated to come and support her son often at sports events and that she held her son in high regard (Journal entry, 18/ 02/ 2019).

Susan also aspired for her son to become a carpenter or a farm manager:

"I wouldn't mind if he goes on with carpentry because you never know, maybe things will get better in future: *He loves farming and if he gets an opportunity, I know that he can be a farm manager." (Susan parent, 18/ 02/ 2019)*

Mary had dreams that her son would find work in carpentry or gardening:

"I see him being a carpenter because he likes carpentry and he chose to do carpentry at school" (Mary, parent, 20/10/2019).

The sports coaches also expressed a desire to see the youth they coach working. Coach Julian wished that employers would employ youths with intellectual disabilities:

"We would want them to also employ them" (Julian sports coach, 28/ 02/ 2019).

Coach Nicholas believed strongly that the youth could work in inclusive employment:

"I believe that youth with intellectual disabilities can work in open labour market!" (Nicholas sports coach, 27/ 04/ 2019).

Similarly, a skills trainer expressed a desire to see youth with intellectual disabilities becoming independent and self-employed:

"I see the youth with intellectual disabilities being able to stand up for themselves and working at places where laundry services are provided or at dry cleaners and being able to start up their own businesses." (Emilda skills trainer, 3/ 06/ 2019)

Another skills trainer also had expectations for youth with intellectual disabilities to be able to work for themselves:

"*We expect the children that we are teaching to be able to work for themselves" (Kevin Skills trainer, 3/ 06/ 2019).*

One sports manager expressed a desire to incorporate skills training in golf training at his golf course for youth with intellectual disabilities. He expressed a deep desire to see them in employment:

"I really need to find out how we can include work skills in the sports training that we have already been doing … She (youth with intellectual disability who was not part of the study) is so bubbly and full of life. I cannot imagine her not having anything to do once she has finished school." (Mason sports manager, 22/11/2019)

In contrast, another sports manager did not express any work aspirations for youth with intellectual disabilities. In fact, he expressed disbelief at the youth with intellectual disabilities and their parents' desire for them to be in employment. From his tone of voice and facial expressions, he appeared to find it almost daring and unrealistic:

"My sister also has a child with a 'physical handicap.' She can walk but there is something wrong with her right hand and she is a slow learner. One day my sister came to me and asked me if I could help her to look for a job for my niece! I was really surprised!" (Jack sports manager, 29/11/2019).

Jack commented that he was also very surprised to discover that youths with intellectual disabilities are capable of working:

"When I went to visit my daughter in America, I saw a youth with intellectual disabilities packing the groceries in a supermarket and I said, "What?" I was really surprised!" (Jack sports manager, 29/ 11/ 2019).

5.2.3 A call for more action!

This category revealed that there was a blame game amongst the parents of the youth, the skills trainers, the sports coaches, and the sports managers. It seemed that different individuals believed that either the parents, skills trainers, sports coaches, and sports managers should do more regarding shaping the work skills or work opportunities of youths with intellectual disabilities. The different groups voiced their opinions very strongly. Jack, who was the sports manager, believed that skills trainers should group youths with intellectual disabilities according to their capabilities and inform potential employers on the youths' capabilities:

"I think their school should organize the youth according to their abilities to say this group can do computers up to this level, this group can sweep, and this group can work in hospitality and then they can advise us." (Jack sports manager, 22/ 11/ 2019)

In a raised tone of voice, Jack went on to express that he felt strongly that it was the skills trainers' obligation to ensure that youths with intellectual disabilities were integrated into society:

"It is up to the schoolteachers and the administrators of those schools to make sure that those children are included in society. They should do something!" (Jack sports manager, 29/11/2019).

Jack also blamed the skills trainers and sports coaches for keeping youth with intellectual disabilities 'hidden' in their special schools and away from society. He complained that the skills trainers should do more to let the employers know of the youths' need for work and the youths' capabilities:

"It is up to the teachers and their sports coaches to tell us what their students are capable of and what they are teaching them, but I think the teachers are happy with keeping these children hidden. It seems the schools are happy with receiving money from the 'mentally handicapped' children's parents without offering them any real qualifications. It seems that they are just babysitting these children in their schools because we are not seeing these children in employment or industrial attachment" (Jack sports manager, 29/11/2019).

Jack advised that the skills trainers and sports coaches of youths with intellectual disabilities should plan for industrial attachments with potential employers for their youths:

"The schools should inform potential employers and allow these children to do attachment of the skills they have learnt. If the teachers or school are too embarrassed to look for jobs for their students, then they can give letters to their parents so that they look for attachments for their own children." (Jack, sports manager, 29/11/2019)

He also advised the skills trainers and sports coaches to engage the youths in acts of volunteerism to potential employers to showcase the youths' capabilities:

"*They could also get the youth involved in volunteering to participate in the public clean-up campaign that happens every first Friday of the month. If they cleaned near that supermarket and bottle store there, people would start to recognize these children." (Jack, sports manager, 29/11/2019)*

Jack suggested that skills trainers should take an active role in approaching potential employers to look for work opportunities for youths with intellectual disabilities:

"If they also approached that supermarket and bottle store and other shops that are in that shopping complex so that they could employ some youth to sweep the complex, pick up litter and ensure that the shopping complex is clean, I'm sure the youth would be employed but I do not think the teachers have done any of this!" (Jack sports manager, 29/ 11/ 2019).

In contrast, Coach Julian believed it was the employers who were labelling youths with intellectual disabilities and discriminating against them regarding work opportunities:

"They are not being able to get into jobs because they will already have names that, "aaa we cannot possibly work with them. (Julian sports coach, 28/ 05/ 2019).

Julian also blamed the parents for discriminating against their own children regarding work opportunities:

"They (parents) can't even say, "Come and work in my company," looking for work for the youth so that he gains work experience! They don't want! They are not accepting it! They want, otherwise, to get rid of them whilst they are here, and they are there." (Julian sports coach, 28/ 05/ 2019).

I observed that although Samuel and the parents of Tsitsi owned businesses, they did not involve their children with intellectual disabilities in their businesses. Similarly, Benjamin's father had been trained in making fishponds for fish farming; he could train his son this skill. However, he still did not involve his son in the business:

"He (Benjamin's father) has never gone with Benjamin (his son) to make a fishpond". (Mary; parent, 4/ 12/ 2019).

The limited involvement of the youth in their parents' businesses raises the question whether the parents of the youth did not want their children to work with them. (Journal entry, 10/ 12/ 2019). On the other hand, they could have had insufficient knowledge on how to train their children in work skills.

Lisa believed skills trainers and sports coaches could do more regarding shaping the work skills' development of youth with intellectual disabilities. She believed the skills trainers could be teaching the youth how to drive:

> *"I pester Mr. X that one that Mr. X how come you don't even. At least if he learns how to drive. Our forefathers, they didn't know how to read and write but they would drive." (Lisa parent, 04/ 02/ 2019).*

Lisa also believed that the skills trainers should do more comprehensive functional capacity assessments on the youths so that they can advise the parents better on which career paths their youth should take:

> *"The schools are the very people who should assess our children and tell us that, "no, your child is here! We can take him from here and put him there. I think if we remove him from here, we can put him there", but so far there's nothing! I'm sure all the parents are saying the same thing." (Lisa, parent, 4/ 02/ 2019)*

Lisa lamented that the school does not have consultation days where parents are told of the individual progress of their children:

> *"We don't have consultation. No! But I think maybe sometimes, we do have meetings but that's to do with the school itself. They will be telling us that we are looking for projects, this and that but to tell us that my son is now able to do this and that, aaa they have not yet done so. They don't sit down with us." (Lisa, parent,4/02/2019)*

Lisa also commented that she wished the school had professionals like me, an occupational therapist, to assess the youth:

> *"At least if they could have somebody like you, you know one-on-one who could tell me that, "I think your son has this particular problem and we should push on this," but there*

is nothing that they tell us. That's honestly speaking. They don't tell us." (Lisa, parent, 04/ 02/ 2019).

Lisa complained that were not getting any progress reports of their children from the school. She shared the same sentiments with Jack that the parents continue to just bring their children to the school without a real plan on how these youth are going to progress from the vocational training schools:

"They don't give us that report, hence we don't know. So, we keep telling them that because at least there must come a time that they must wise up! Because if I just keep coming … because I'm sure there is one that must be in their 30 something. So, if you don't wean us, how do I know that we can do other things? We just keep on going." (Lisa, parent, 4/ 02/ 2019).

So, Lisa questioned whether the skills trainers were really pushing the youth in their training of work skills to reach their full potential? *To what limit are they pushing our children as a vocational training centre? (Lisa, parent, 4/ 02/ 2019).*

One parent believed that some parents were neglecting their children regarding offering them support at sports events and supporting their youths' education. She lamented that only a few parents show support to their children. She also accused the fathers of being absent from supporting their children with intellectual disabilities.

"Some parents are not supporting our children. I think they are about three of us who contribute. Maybe I'll be just there. I and maybe a few ladies" (Lisa, parent, 4/ 02/ 2020).

She also accused other parents of taking donations that were given through the school for the benefit of the youths and diverting these donations for other use. She felt very strongly that she was totally against this behaviour. She openly criticised parents who wanted to benefit from donations that were meant for the youths whilst the youths themselves did not benefit from the donations. She reported that while some parents showed limited support to their children, the parents would always come when there were donations being given out at the vocational training centre.

"To keep things from the child whilst you are benefiting from them! It doesn't make sense! But when there is a donation, rice that is being given to our children for example. Everyone comes. I always ask that why do I always see two or three parents coming to watch sports when our children are participating. So, if you are given a Nike and I don't see the child wearing Nike and the child is always wearing his Tommy, I'll be wondering that what happened to the Nike?" (Lisa parent, 4/ 02/ 2019).

Lisa's story was different from some parents who had children with intellectual disabilities at the vocational training centre because she was a working professional who had adequate resources to look after her son with intellectual disabilities. some of the parents were from low socioeconomic statuses with limited resources. These class differences could have resulted in a lack of collective action and cooperation amongst the parents (Journal entry, 05/ 02/ 2019).

The inadequate support the parents gave to their children is discussed next.

5.2.4 Limited parental support

Samuel, Emily and Mary admitted that their support towards their children regarding participation in sports and skills' development training was limited.

"*I have not really given him career guidance …No, I haven't been involved in that per se". (Samuel parent, 21/ 11/ 2018).*

Emily also admitted that she had not been going to her nephew's school to find out about his progress. She also admitted that she had very little communication with the skills trainers of her nephew.

"But we are not going to the school! That is what I am saying that the problem is that we are not really communicating well with the teachers so much that if we really communicated with them, they would be happy, but this is something that we do not do." (Emily parent, 3/ 02/ 2019).

John confirmed his family's limited support regarding his participation in sports:

"They have never come to watch me play sport. They have never" (John youth, 3/ 02/ 2019).

Another mother also admitted of her limited involvement in her son's participation in sports. Benjamin's father was also not very involved in his son's participation in sports.

"I have just gone to watch him play golf once. His father only went to watch him play golf once" (Mary parent, 4/ 12/ 2019).

In contrast, Susan was very much involved in her child's participation in sports. I observed that she would come to sports events and even wear a similar sports T-shirt to her son in support of him; however, she was an exception to the rule. In general, there were very few parents who came watch their children playing sports (Journal entry, 4/ 12/ 2018).

Lisa accused the fathers of the youth of being even less supportive than the mothers:

"*I once told one father that how come we don't see you when your child is playing sports?" (Lisa, parent, 04/02/2019).*

Samuel was the only male parent who participated in the study. During the initial interview, he admitted that he had shown very little involvement in his son's participation in sports and in his skills development training. He did not really believe that his son could do much. However, when his son began to achieve in sports and he was invited to represent Zimbabwe to play golf in the Special Olympics, the father became motivated to become more involved in his son's skills training. He even paid for extra lessons in golf before the son went to the Special Olympics. Samuel also escorted his son to Abu Dhabi to watch him play golf in the Special Olympics:

"Of late I've then come to realize that look, if nurtured along certain careers, certain tasks he can be able to do them. What I've been doing of late was I've been paying for extra coaching clinics" (Samuel parent, 21/ 11/ 2018).

After they returned from the Special Olympics, I began to observe that Samuel (parent) would attend the Thursday training sessions of golf with his son. He would even volunteer to write down the scores of the youth as they played. It seems that his son's achievement in sports had motivated the father to participate more (Journal entry 28/ 12/ 2019).

5.3 Sub-theme 2: Support and encouragement for work preparation

The second sub-theme describes how youth with intellectual disabilities were being prepared by their parents, skills trainers, and sports coaches for work through skills training, support, and encouragement as well as advocating for their needs.

5.3.1 What are they saying about our children?

This category gives insight on the advocacy roles played by the different groups of the youth with intellectual disabilities. Lisa and Emily played an advocacy role for their children. Lisa was always pushing for the youth to access resources and skills. She was passionate about the rights to access of skills development and resources to youth with intellectual disabilities. Lisa was always calling for the rights of the youth with such determination:

> *"Those teachers, what are they doing and what are they saying about our children? I'm ever pushing" (Lisa parent, 4/ 02/ 2019).*

Lisa advocated for the school to teach her son grooming skills by asking the skills trainers to teach the youth certain skills. Consequently, the skills trainers began teaching the other youths as well.

> *"Teach him to bath! I went and asked that please may you teach him as a boy child because I can't" (Lisa, parent, 4/ 02/ 2019).*

Lisa really empathised with the youth as she recognised that they were a disadvantaged and vulnerable group. She acknowledged that most of the families where the youths came from were disadvantaged and the youth had limited resources.

> *"Some of these children, they are disadvantaged" (Lisa parent, 4/ 02/ 2019).*

I observed that she bought anti-epileptic medication for another child who was a fellow student of her son (Journal entry, 10/ 02/ 2019). She advocated for the youth by leading as a good example:

> *"When it's my son's birthday, I buy a cake for them to say that this is it" (Lisa parent, 4/ 02/ 2019).*

She would celebrate her son's birthday with other youths so that their parents would learn to value, celebrate, and cherish their children with intellectual disabilities.

Emily also played an advocacy role for her nephew by finding him a place to train in skills development. She looked for a place for her nephew even though other family members had written him off, believing that he would not be capable of doing anything. Additionally, when she saw that her nephew was having chest infections from the sawdust from the carpentry workshop, she approached the skills trainers so that they could change her nephew's training environment and so that he could be trained in something else other than carpentry*:*

> *"I went to his school, and I spoke to them that they should find somewhere else for him to work where it will not cause him to have chest infections" (Emily, parent, 4/ 02/ 2019).*

During the interview and after the realisation that Emily and her family were not doing enough to communicate with the skills trainers regarding her nephew's progress, Emily planned to advocate for her nephew by convincing the parents to go to their son's school and hear about his progress:

> *"When the mother is around, I will tell them that as parents when they come, they must go past their child's school and hear where he is improving and what is happening?" (Lisa, parent, 4/ 02/ 2019).*

Similarly, in tag rugby there was an association which advocated for youths with intellectual disabilities by educating the youths in the belief that they are capable and educating communities of the capabilities of the youth. They raised the level of awareness of youths with intellectual disabilities through engaging the youths in unified games with non-disabled youths and engaging the youths in projects that would raise awareness of their capabilities:

> *"We want the community to have that mindset that these children are not different. We want these kids to have confidence in what they are doing in their community and for their communities to accept them and welcome them" (Nicholas sports coach, 27/ 04/ 2019).*

5.3.2 Raising the youths' spirits

This category describes how the youth were supported and encouraged to develop their work skills. The parents of the youth showed support to their children by motivating, providing resources, and advising them. Tsitsi's parents bought her a car when she won a gold medal at bocce in the Special Olympics. Her parents were also paying for her to go to driving lessons to support her and to enhance her skills development.

> *"They bought me a car and it is a very beautiful gift!" (Tsitsi youth, 02/ 06/ 2019)*

As mentioned earlier, Samuel's support to his son increased when he saw that he was doing well in sport. He would go to watch his son playing golf to encourage and support him. Samuel also motivated his son by talking to him and making him realise what was at stake in a particular sports match.

> *"I've been there, taking the other sibling and saying, "let's go and encourage him. Let's go and cheer him up". I've also given him the reason to say you can do much better. This is what is at stake, so it has really been a big motivation for him" (Samuel parent, 21/ 11/ 2018).*

An aunt also gave Lisa, a parent, moral support when she felt overwhelmed. Her aunt helped her to deal with the challenges she faced in raising her son.

Emily assisted her nephew John to participate in sports by helping him to pack his sports bag in preparation for sports events and providing him with the finances that were required for him to participate in sports events. She gave him money for food and transport to travel to sports events:

> *"We assist him by packing for him what is needed for sports. If they are told that they are going to sports events, we help him by giving him money that enables him to go there and so that he can also get some food there" (Emily, parent, 3/ 02/ 2019).*

Emily also shared that her nephew John's stepfather was very supportive towards him. Even though the rest of the family shunned John (youth) and had given up on him as they saw him as a person who was incapable of doing anything, the stepfather took care of John's financial needs and he expressed love to him:

"*The father who is there is his stepdad, but he loves him very much! The stepfather is the one who gives him all that he needs. His stepdad loves him as he is." (Emily, parent, 3/ 02/ 2019).*

John's stepfather even bought soccer balls for the school team to support his participation in sports:

"My father once donated soccer balls. I asked him to buy us soccer balls and he just bought all the soccer balls, then he told me that I should take the soccer balls to school" (John youth, 3/ 02/ 2019).

I observed that Susan was also very supportive of her son's participation in sports as she would come to every sports event, he played in. She commented:

"I help him every time he goes to play sport. Like now he is preparing to go to Abu Dhabi with Special Olympics. I make sure that I am there at all the trainings." (Susan, parent, 18/ 02/ 2019).

Her son, Tendayi, also confirmed that he gets a lot of support from his mother*:*

"My mother supports me a lot! My mother does come to watch me play sports. She gives me bus fare so that I can go and train in sports. I can give an example of when I go to Prince Edward to go and play bocce" (Tendayi youth, 04/ 02/ 2019).

Sports coaches of the youth offered their support to the youth by engaging the youth in inclusive sport and activities so that they could become more integrated in their communities and have more opportunities to find work. Through sports participation, the sports coaches also intended that the youths with intellectual disabilities would build self-confidence in their abilities:

"We mixed them up to play with youth without disabilities. It is perfect and it brings confidence to the youth with disabilities. Youth without disabilities do learn about youth with disabilities in those interactions. It will help them to access work skills, especially because we want the community to have the mindset that these children are not different. We want these youths to have confidence in what they are doing in their community and for their communities to accept them and welcome them" (Nicholas sports coach, 27/ 04/ 2019).

> *"We are now playing sports that are unified. We play with children from home and from normal schools. We play together as one. Yes! If those things start there, we know that it will reach home. It will also reach the workplace where we think that if only these youth get jobs and earn an income." (Julian sports coach28/ 05/ 2019)*

Through a rugby association, the youths were being taught self-confidence in their abilities. The sports coaches were also supporting youths with intellectual disabilities by teaching them skills which are directly linked to sports such as the skills involved in playing a particular sport or becoming a sports coach. They were also involving them in community projects where they were learning other work skills not directly associated with sports such as sweeping shopping malls and participating in cookery competitions at food festivals.

> *"I am preparing them for work by coaching them and giving them skills through sports so that they can do things like any other youth. We also want them to go out of their comfort zones in their centres and their homes. We want the youth to go into their community and showcase that they can do whatever the youth without disabilities. We have organized that the youth can go into the community or a primary school, pick up litter and clean up" (Nicholas sports coach, 27/ 04/ 2019).*

> *"That is what we teach them that if you are being called a coach and what is expected of you?" (Julian sports coach, 28/ 05/ 2019)*

The sports managers also supported the youth by providing them with a venue to play the sport and free coaching.

> "*We offer both the golf course and the coaching for free (Mason sports coach, 22/ 11/ 2019).*"

However, the sports managers admitted that they were not assisting the youths with development of work skills as they did not seem to be aware that they needed work skills training.

> "*I was not aware that the youth who came here wanted any work" (Jack sports manager, 29/ 11/ 2019).*

The study now examines how the youths were prepared for work.

5.3.3 Preparing them for work

The parents are also involved in teaching activities of daily living such as grooming, cleaning the house, gardening, and cooking.

Lisa gave advice to her son of possible careers that he could do.

> *"I always tell him that "Look, these other boys are washing cars, my son. Go and wash cars. Somebody will give you at least 2 dollars" ... I just tell him that "You can have an informal business where you transport people, my child. You can drive these trucks" (Lisa, parent, 4/ 02/ 2019).*

Lisa took her son to her aunt's place where they taught him skills in farming*:*

> *"He goes there at the farm every holiday. They do gardening. I tell him that he must go to the garden with the others. They do poultry, rabbit farming and fishing. He goes hunting with others (Lisa, parent, 4/ 02/ 2019).*

Lisa also advised her son on safety measures that he should take, for example, coming home on time, avoiding abusing drugs and how he could prevent being abused by others and the advice she gave him could assist her son to become a better person in preparation for work:

> "*I tell him about drugs. They are not user friendly. I also tell him about people trying to abuse him. You know, I tell him that he should be careful (Lisa, parent, 4/ 02/ 2019).*

Emily taught her nephew some skills, including self-care and grooming skills as well as gardening skills and how to clean the house. Emily also occasionally sent her nephew on errands to the shops.

> *"So, I just tell him to clean his own room. I always talk to him that he must weed the garden and cut the grass using the lawn mower. I send him to the shops. I must write behind his door that before he watches T.V. he must bath! That is the first thing! We must help him to bath. We have to say Walter, bath here. Bath your legs nicely. Your legs are now dirty, scrub!" (Emily, parent, 3/ 02/ 2019).*

Susan supported her son by giving him career guidance. She also taught her son farming skills*:*

"We discuss what he is going to do after he finishes school a lot! A lot of times I help him by continuing to give him knowledge, especially farming" (Susan, parent, 18/ 02/ 2019).

Susan also taught her son to have good manners so that he would have good work habits.

"I teach my child good manners. I teach him how to stay well with others and teaching him to leave bad habits in society. As children, they are told to do something, and I always tell him that my son, do not be selective. I tell him that everything that you are told to do at school you must do! It will help you tomorrow because other children are choosy about which work skills to do" (Susan, parent, 18/ 02/ 2019).

Similarly, Mary also gives her son career guidance:

"*I tell him that he may struggle to do just any job, but he seems to be good in carpentry" (Mary parent, 29/11/ 2019).*

She also encouraged her son to always work hard. She had plans to buy her son carpentry equipment which he could use to start a business after he finishes school.

"I always encourage him that he needs to work hard. So, what I was thinking with regards to the carpentry… I was thinking that I could buy the carpentry tools in the meantime so that he could use these once he has finished school" (Mary parent, 18/ 02/ 2019).

Samuel taught his son to clean the car:

"When you come home over the weekend, I need you to clean the car" (Samuel parent, 21/ 11/ 2019).

Skills trainers, Emilda and Kevin, both reported that parents support their children by helping them to select the courses that they are to be trained in at the vocational school.

"We consider what work skills the parents will want their child to learn" (Kevin skills trainer, 3/ 06/ 2019).

"We have parents who come and say "I want my child to work in this particular workshop" or they see the challenge their child has, and they suggest a suitable department for them" (Emilda skills trainer, 3/ 06/ 2019).

Kevin also mentioned that parents also support the school by buying the school relevant tools and books that the school can use in training the youths.

> *"Parents are coming often. They come and they support. Some of them buy us tools. Like we have a guy called Y. His parents bought him some tools for woodwork. Then some parents even buy the textbooks so that we read and get some ideas" (Kevin skills trainer, 3/ 06/ 2019).*

Kevin went on to narrate two incidences where families assisted their youth to get work placement and to start a business:

> *"The family opened a workshop for him in a small town right now. It was his brother who started a workshop for him. The one who works at a nursery, her sister found a job for her. They had seen that she was now able to work" (Kevin skills trainer, 3/ 06/ 2019).*

The youth were trained in various work skills at their vocational training centres. At vocational school A, the skills trainers were very patient, and they had positive perceptions towards youths with intellectual disabilities' abilities. They observed the youths in different workshops and identified the youths' talents, assisted in developing and nurturing those talents as well. The skills trainers also taught and modelled good behaviour to them (Journal entry, 22/04/ 2019).

Tendayi was being taught carpentry. He was being taught how to sand down a coffin, which tools were used for what and how to assemble a coffin. He was being taught how to cook, how to maintain kitchen safety and how to serve food. He was also being taught how to package bin liners, gardening and activities of daily living such as tying shoelaces, bathing, and grooming. The skills trainers really created a positive experience for John because they believed in him and his abilities and this was a contrast from home where they had written him off. He was once taken to go to stay with his parents in Mozambique during the time of the data collection but he insisted that he wanted to come back to Zimbabwe so he could go back to the vocational training school because the teachers there gave him a sense of belonging. John viewed his cookery teacher as his role model! (Journal entry, 3/ 02/2019).

Jason was being taught gardening, rearing of chickens and carpentry by his skills trainers. The gardening skills that he was being taught were enabling him to provide gardening services in his community and earn an income (Journal entry, 20/11/ 2018).

Whilst vocational training centre A was a day school, vocational training centre B provided boarding facilities. The skills trainers taught activities of daily living such as grooming, appropriate dressing, and social skills training and training in how to keep one's surroundings clean. Each boarding house had house parents, and this emphasised the family set up and contributed towards social skills training. The youth took their meals there, so they were taught cookery skills, dairy farming and how to grow vegetables:

> "*I teach at the agricultural side" (Kevin skills trainer, 3/ 06/ 2019).*

The youths who were attached to the laundry department would be trained in that skill whilst they were providing laundry services for the other students:

> "*I teach them to wash clothes, to iron and to pack clothes and to distribute the clothes in the hostels" (Emilda skills trainer, 3/ 06/ 2019).*

To identify which course was suitable for each youth, the youths were rotated periodically from one training workshop to another to assess their interests and their ability in a particular course:

> *"Every term the youth are shuffled and changed to other workshops to say if the child was working in the laundry, they must also learn gardening and what is done there. There must also learn what is done at poultry farming and what is done in the kitchen. So, this is how we work so that the youth learn about all departments so that they see where their interests really are." (Emilda skills trainer, 3/ 06/ 2019).*

> *"We start identifying one by one to see where their interests lie. Then we group them according to their interests." (Kevin skills trainer, 3/ 06/ 2019).*

The skills trainers described that when they were teaching youths a skill, they would begin by doing the task to be trained together with the youths whilst the skills trainers demonstrated the skill. The skills trainers then gave opportunities for the youths to perform the work task on their own so that the skills trainers could assess whether the youths had grasped the work.

"*We teach the youth to perform the work task independently and occasionally we will leave them to do the work on their own" (Kevin skills trainer, 3/ 06/ 2019).*

The way the work skills were taught to the students was graded from simple skills to more complex skills*:*

"We start training them firstly about safety, then about the tools of use before we go on to other trainings" (Kevin skills trainer, 3/ 06/ 2019).

Some of the youths who adequately grasped what they were trained to do were recruited by the vocational training centre to become project participants. Project participants assisted in teaching the other youths work skills and they received a small stipend for their work.

"When the school sees that the youth is doing well at what they are doing, they are made into project participants. The youth will be the one who will be leading others in the projects" (Emilda skills trainer, 3/ 06/ 2019).

"Then when we have seen that they are able to do the work task we then make them leaders so that they will now lead each other. Our job will now be to assess only" (Kevin skills trainer, 3/ 06/ 2019).

The skills trainers also followed up their students who leave the school and who were not in employment or who had become self-employed.

"Yes, we follow them to their workplaces to see how they are doing. We usually do it after three months. We go to them, and we assess if they are implementing what we taught them" (Kevin skills trainer, 3/ 06/ 2019).

Sports coaches trained the youths in skills in a particular sport. They identified talent and assisted the youths to develop this talent. Some youth that were identified, represented Zimbabwe in Special Olympics. The sports coaches also gave youths with intellectual disabilities who would have grasped the concepts opportunities to coach other youths. They also taught them how to prepare for a match and how to prepare the venue for a match. For example, they taught the youth how to prepare the field for a soccer match. They also taught them how to be well mannered, build team spirit, maintain fitness, do time keeping, and exhibit self-

confidence, perseverance, and motivation. Sports coaches even taught the youth grooming and appropriate dressing.

> *"Am I wearing clothes for sports or am I going to a party, or I am going elsewhere? That is where we come from, so they will know because that is where we see that if we say we are doing sports, will they know that today what are we wearing? He/ she will know that which one is my sports gear?" (Julian sports coach, 28/ 05/ 2019).*

At vocational centre A, the ages ranged from 18 to 38 years (Field notes, 19/ 11/ 2018). The ages of the students at the vocational centre B ranged from 18 to 65 years. They enrolled youths with intellectual disabilities, and they also had a section for the elderly. This accommodation was very useful because the older people with intellectual disabilities had institutional memory that they could pass onto the youths and there was intergenerational skills transfer. Consequently, they were also able to teach skills that had been taught a long time ago. At the training centre, one of the elderly women with intellectual disabilities who was employed as a project participant taught weaving on a proper loom because weaving had once been taught a long time ago. She was passing these skills on to the youth (Journal entry, 20/ 06/ 2019).

The discussion of the findings of the chapter follows.

5.4 Discussion

The study revealed that the socioeconomic situation of the country where this study was performed was poor and jobs for youths in general were scarce. The work opportunities for youth with intellectual disabilities were even scarcer. Parents of youths with intellectual disabilities were worried about the future of their children. There was a definite desire and expectation on the part of the parents, most sports coaches, and skills trainers to see the children financially independent. However, one sports manager had no work aspirations for youths with intellectual disabilities.

Nevertheless, it seemed that no one amongst the groups of parents, skills trainers, sports coaches, and managers was willing to take responsibility for the youths' livelihoods development and there was blame shifting for the deficiencies that existed regarding the youths' livelihoods development. One of the sports managers raised very valid sentiments and advised that the parents, skills trainers, and administrators of the vocational training centres could do more in terms of ensuring that there

is a clearer pathway for the youth to transition into work opportunities. The sports manager suggested that the youth should be organised according to their skills levels and employers should be made aware of the youth and their capabilities through acts of volunteerism and industrial attachments. The valuable advice the sports manager offered could form part of the intervention strategies to get these youth employed. Another sports coach suggested that the parents should start by involving their children with intellectual disabilities in their own companies. Parental involvement in this study was found to be inadequate.

The parents' deep sense of despair, worry and anxiety about the future of their children with intellectual disabilities this study was like what Sezer (2012) found in a study conducted in Turkey. Sezer (2012) conducted a study on developing a positive attitude towards people with disabilities working and also highlighted that families of youths with intellectual disabilities face many challenges, including insufficient information of their child's situation, emotional problems, difficulties in explaining their child to others, behavioural and health challenges, limited access to health specialists, economic hardships and anxiety about the future of their children with intellectual disabilities.

The scarcity of jobs in Zimbabwe was worrying the parents and making them feel hopeless. Nevertheless, the adverse situation and negative emotions they were experiencing were an opportunity to build resilience and effect positive change for their children regarding the youths' livelihoods development. Max-Neef et al. (1992), in their development and human needs approach, view unmet needs as motivators that mobilise people towards action and eventually become a resource. The parents needed to view the unmet needs of their children's having inadequate work opportunities as motivators to create employment opportunities for the youth.

One of the parents expressed the view that she felt she had no solutions to the anxiety and worry that she was experiencing and as a result, she had not really been actively seeking work skills development or work opportunities for her son. However, the parent failed to see that she had already come up with some solutions such as buying a property for her son to inherit once she has passed on and equipping her son with work skills. This form of helplessness is described in the empowerment theory as an indirect block (Watts & Hipopolito-Dedaldo, 2015). An indirect block is a barrier that is created by people who are being marginalised or oppressed through their negative thinking or feelings of themselves (Watts & Hipolito-Delgado, 2015). Maschi and Turner (2015)

are of the opinion that those who are powerless, besides lacking material resources, may lack personal resources such as self-esteem and self-efficacy. In this study, the parents expressed feelings of helplessness and despair, which limited their action towards seeking or creating skills' development and work opportunities for their children with intellectual disabilities. Furthermore, although most parents were feeling anxious about their children's future and their feelings were in fact shared experiences, I did not observe any collective action that the parents undertook to address and change their situation. Each parent was experiencing feelings of despair on his or her own. Watts and Hippolitto-Delgado (2015) are of the opinion that marginalised or oppressed parents who share experiences should come together and collectively engage their school officials as a group. They should have also approached and engaged multiple community organisations to address their issues of marginalisation.

There were also physical and service the youth with intellectual disabilities were experiencing at their vocational training schools. For example, they did not have adequate sports venues, sports attires, or equipment for sports participation at the vocational training centres. Their training at the vocational training centre were not leading them to transition into work opportunities. Parents were not being given adequate feedback about their child's learning progress at the vocational training centres. For example, parents were never issued with a report on their child's progress. The vocational training schools were hidden from society and potential employers. These direct blocks will be discussed further in chapter six of findings.

This chapter also revealed that the adults who participated in the study were shifting blame amongst each other regarding why youths with intellectual disabilities had limited skills' development and work opportunities with some blaming the parents, the fathers of the children, the government, the skills trainers, and sports coaches. Bossink, Van der Putten and Vlaskamp (2017) from the Netherlands performed a study to understand the low levels of participation in physical activity amongst youths with intellectual disabilities. They also found that the stakeholders such as the teachers and sports coaches were more likely to speak negatively about factors that were the responsibility of others or related to others as opposed to their own responsibility of facilitating participation of sports amongst the youth. The issues to do with the youth gaining access to skills development and work opportunities seemed to require that the adults take responsibility and collective or collaborative action to address them. Bossink et al. (2017)

also commented that cooperation and shared responsibility amongst all parties involved in the youth are facilitators towards their participation in sports and these facilitators are also essential in the livelihood's development of the youth in general.

The parents were also trying to advocate for their children's rights and access to skills' development as well as teaching their children work skills. However, their efforts appeared to be individualistic and not collective to the detriment of their children. Parents would have gained better mileage in fighting for their children's rights and access to skills development if they had worked together.

In this chapter, one of the parents commented that there was limited involvement of the fathers. I also observed this trend that although few parents attended sports events, fathers were even scarcer at these events involving their children with intellectual disabilities. One father admitted that his limited involvement in the past was because he did not expect much from his son who had intellectual disabilities. Lorenzo et al. (2019) conducted a study in urban and rural communities of South Africa on identifying participation of youth with disabilities, including youth with intellectual disabilities in sports and other recreational activities to facilitate their livelihoods development. They found that there was limited involvement of the fathers of youth with disabilities in their participation in recreational activities and livelihoods' development. The fathers' involvement in their children with intellectual disabilities was less than the involvement they would show with their children without disabilities.

There were contrasting findings in the study in that whilst the parents played a supportive role to some extent in advocating for their children's rights, encouraging them and teaching them work skills, their support to their youth regarding sports participation and livelihoods development was still inadequate. The parents who participated admitted their limited involvement in their children's participation in sports and skills development at vocational training centres where the youth were being taught work skills. This limited involvement was a major barrier towards the youth in terms of advancing in their work skills and transitioning into work. Most of the parents generally did not attend school meetings or sports events. Their limited involvement was in contrast with Aslan's (2018) study conducted in two schools in western Turkey on developing positive attitudes towards people with disabilities. Aslan (2018) found that parents were positive about their child's participation in sports and even more positive than the skills trainers. The

differences in contexts could have made the difference in the support the parents gave to their children. Perhaps in Turkey, the parents had more awareness of supporting youth with intellectual disabilities' sports participation. In this study, the skills trainers and sports coaches showed more enthusiasm for the youths' participation in sports. Some of the parents of the youths indicated that they were surprised by their children's achievements in sports as they had not been aware of their children's abilities initially, especially those youths who had made it into Special Olympics games internationally. Some parents operated businesses; however, they did not involve their children with intellectual disabilities. Traina (2012) from Ireland also mentioned people's low expectations of youths with intellectual disabilities as common barriers to the youths' livelihoods' development. Gormley (2015) from the United Kingdom also found that youth with intellectual disabilities face challenges as they seek employment as society has low expectations of their capabilities. O'Donovan (2021) from Ireland also found that youth with intellectual disabilities face unique challenges to obtain work skills, amongst those being low expectations of their capabilities.

Literature sees parents as catalysts of efforts to get youth with intellectual disabilities into employment (Lorenzo et al., 2019). Gilson, Carter, Bumble and McMillan (2018) conducted a study in the USA on parents and other family members of adults with intellectual disabilities to determine their perspectives on the employment of adults with intellectual disabilities. The findings of Gilson et al. (2018) revealed parents are important partners in ensuring positive employment outcomes for adults with intellectual disabilities. Nevertheless, in this study that I conducted, parental involvement in the livelihood development of youth with intellectual disabilities was limited. Mcgarty and Melville (2018) from the UK conducted a systematic review on the perceptions of parents of children with intellectual disabilities on their children's physical activities. They also found that parents play an important role in supporting the activities of their children with intellectual disabilities. This was not the case in the study I conducted as the parental support in the youths' livelihoods and sports participation was insufficient. Cattaneo and Goodman (2015) from America also wrote on empowerment and commented that support provided by community agencies and informal networks such as friends, neighbours and family is essential to the empowerment process.

The parents also admitted that they lacked knowledge in training their children in work skills, which could explain why they did not involve them. On the other hand, one of the sports coaches

believed that the parents were discriminating against their own children by not involving them in their businesses. Bartnikowska et al. (2017) conducted interviews on male youths with intellectual disabilities in Poland and found that the parents of the youths with intellectual disabilities' limited knowledge about work skills options and work opportunities, poor cooperation among parents and the parents' low expectations about the future of their children with intellectual disabilities were barriers for the youths' transition into work. One parent had to learn from a psychologist how to assist her child through repetition to retain the information that he would have been taught.

However, specialist professionals such as psychologists were not part of the staff complement at the vocational training schools where I conducted my research. One of the parents who participated in the study also lamented that she wished that occupational therapists such as me could assist the youth with assessments for appropriate work skills. In Zimbabwe, occupational therapists were mainly found at the central or provincial hospitals and sometimes at the district hospitals. There were no occupational therapists employed by the Ministry of Education or Ministry of Higher and Tertiary Education in Zimbabwe. Lorenzo et al. (2019) argue that occupational therapists are essential in performing capacity building of work skills' development for youth with disabilities and assisting their families to prepare their children for transition to work.

The parents, sports coaches, skills trainers and one of the sports managers aspired of the youths working either in self-employment or in the open labour market and not in sheltered employment. These aspirations are in line with the study by Gilson et al. (2018) on family and parental perspectives on employment for people with intellectual disabilities. They found that parents of youths with intellectual disabilities preferred inclusive employment in the open labour market as opposed to sheltered employment.

This chapter also revealed that sports coaches had very positive attitudes towards the youths and towards empowering them with skills development. The sports coaches' associations with organisations such as the tag rugby association and their association with the Special Olympics organisation who also wanted to empower the youth and enhance their skills development may have influenced the sports coaches positively. Cybulski, Diane, Kraft, and Fomeris (2016) examined strategies used by Special Olympics sports coaches in Canada to develop life skills in youth with intellectual disabilities and found that sports coaches in this study created a fun,

inclusive and encouraging environment where the youths could learn fair play, sportsmanship, teamwork, healthy living, leadership skills, dedication, and responsibility.

The sports coaches in the study I conducted also modelled good behaviour to the youth and they had a desire to see the youths in employment. However, the sports coaches needed to be equipped with skills to be able to link the youths' participation in sports effectively with work skills' development. The sports coaches had good intentions to empower the youth and enhance their livelihoods' development through sports; however, they lacked the knowledge on how to incorporate work skills' training into the youths' participation in sports. Holt et al (2016) from Canada define positive youth development as a notion of development whereby youths are viewed as having resources to be developed through their participation in sports. Holt et al. (2016) commented that positive youth development-related training remains largely absent from the coaching that youths receive from coaches during their sports training. For the sports coaches to train the youth on skills that are transferrable into work situations, they need to be trained on how to structure the youths' participation in sports deliberately so that the skills they learned could be transferred into a work setting and provide the youths with opportunities to practise the skills' development they were learning in different work contexts (Bean, Kendellin & Forneris, 2016). Camire, Trudel and Forneris (2014) in Canada found that the sports coaches who were most successful at coaching youth at life skills that were transferable to other contexts through sports participation were open to learning and they would seek information on how best to coach the youths on life skills' development.

The skills trainers were also very positive about the youths' work skills development and transition into work; however, they lacked the knowledge on how to assist them to transition into work. The skills trainers had limited knowledge on how to perform the transitions into open labour market and how to engage employers to involve the youth with intellectual disabilities in work skills' development and work opportunities. One of the sports managers where the youth go to play golf believed the skills trainers had never really tried to engage potential employers to employ the youth or to take them on as an industrial attachment. He accused the skills trainers of 'hiding' the youths with intellectual disabilities at their schools.

I found that there was no deliberate effort from the sports managers and sports coaches to use sports as a medium to train youths with intellectual disabilities in work skills and their skills'

development in sports were almost incidental. Participation in sports for the youths with intellectual disabilities was not organised in a meaningful way for them to translate the skills they had learnt through sports participation into work opportunities. However, Hsu (2004) from Da-Yeh University in Taiwan commented that if sport is to build a particular character in youth, then it must be intentionally designed to do so. Similarly, Lysaght et al. (2012) concluded in her study to determine the perspectives on employing youths with intellectual disabilities that if the employment situation of these youths was to change, there need to be an overhauling of government policy, workplace practices and livelihood development of the youth. The focus for youth with intellectual disabilities' participation in sports was more for the recreational opportunities and the social as well as fitness benefits sports have to offer. Youth without disabilities were given work opportunities to market products for companies at sports events that were meant for youths with disabilities, including youths with intellectual disabilities. Therefore, this contradiction raises the question of how youth with intellectual disabilities are viewed by employers regarding being occupational or productive beings in terms of work. Nota et al (2014) performed a study on employer attitudes towards the work inclusion of people with disabilities on eight employers in Italy. They that there were few employers who were willing to hire people with a disability as they often faced stigma, avoidance by potential employers and prejudice. They were viewed as less desirable employees. The employers were disempowering the youths by not giving them opportunities for work or for skills development. Ellenkamp et al (2016) in the Netherlands conducted a literature review on work-related factors in obtaining and maintaining competitive work for employees with intellectual disabilities. Literature from the USA, Hong Kong, Canada, Spain, Australia, and New Zealand was reviewed and Ellenkamp et al. (2016) established that employers view people with intellectual disabilities through a lens of negative stereotyping, disengagement, and sometimes positive attitudes. The employers that have positive attitudes towards youths with intellectual disabilities are those that have had previous experience with the youths compared to employers without such experience (Elenkamp et al., 2016). My findings were like those of Elenkamp et al. (2016) as the more experienced sports manager in the study was more willing to recognise and employ youths with intellectual disabilities than the one whose interactions with the youths was limited.

5.5 Conclusion

In this chapter, the roles of the adults who were the parents, skills trainers, sports coaches, and sports managers in shaping the work skills' development of youth were deliberated upon. The parents were worried that their children would not be able to find work or be able to fend for themselves as work opportunities for the youth were scarce. What was interesting was that the parents had shared experiences of feeling despair over their children's futures and they were all making efforts towards supporting their youths' livelihoods, yet their efforts were not collaborative. The overall theme for the chapter was *'They should do something!'* as the adults blamed each other in terms of doing more to prepare the youths for work. There was a definite call for more action towards preparing the youths for their livelihoods.

The next chapter will look at environmental factors and how they shaped the skills' development of youths with intellectual disabilities.

Chapter 6: Findings and discussion – Part 3: Hidden treasures in a disabling environment

6.1 Introduction

The previous chapter examined the roles that parents, skills trainers, sports coaches and sports managers play in shaping the livelihoods' development of youths with intellectual disabilities. This chapter explores the environmental factors that shaped the youths' access to livelihoods' development opportunities through sports participation. Deductive analysis was used to come up with categories and themes for the objective: 'Environmental factors that shape the skills' development of youth with intellectual disabilities who participate in sports. The overall theme for this chapter was 'Hidden treasures in a disabling environment' as the youth had assets that they could offer in the work environment. In addition, missed opportunities for the youth to access work opportunities were discovered. The sub-themes of this chapter are presented in Table 6.1.

Table 6.1 Theme, sub-themes, and categories related to the environmental factors

Theme	**Sub-themes**	**Categories**
Hidden treasures in disabling environments	i) ***Invisible and well-hidden resources***	Remote and unseen location of training centres
		Gender disparities due to remote location
	ii) ***Ineffective policy implementation and monitoring***	Lost opportunities for transition to work
		Disconnected resources due to financial constraints
		Government's apathetic approach towards youths' livelihood development

		Possibilities for marketing of youths' capabilities
		Inadequate involvement of civil society
	Disabling attitudes	Location as a paradox of protection and segregation
		The paradoxes of employing the youth
		Contradictory family values and beliefs

6.2 Sub-theme 1: Invisible and well-hidden resources

The vocational training centres were located away from the view of society. The remoteness and the invisibility of the training centres and how this adversely affected the interactions between the youths and potential employers in the neighbouring community are described below. The hidden location of the vocational training centres also caused gender disparities with female youths having less access to the training centres due to concerns over their safety.

6.2.1 Remote and unseen location of training centres

The locations of the vocational training schools were hidden from society. Although vocational training centre A was in an industrial area, it was off a dust road with no signage to indicate where it was. The beginning of the dust road from the main road to the school was a dumping site with a great deal of litter and there was no indication that it led anywhere. Moreover, the road leading to the vocational training centre A was in a very bad condition and was full of potholes, making it less attractive and less accessible (Journal entry, 21/ 11/ 2018).

Vocational training centre B was in a remote, semi-rural area just outside of Harare. It was also located off a dust road, and one had to cross a railway line to reach the centre. There was also no signage to indicate where vocational training centre B was located. The invisibility of the schools made them less conspicuous to passers-by or to nearby businesses. The surrounding

neighbouring communities were not even aware of the youths' existence. These communities were also unaware that the youth were being taught meaningful work skills. When I asked the bursar about putting up a sign at the main road to mark the location of the school, he said they had done so before, but the sign had been stolen several times. However, the material they had used was not very strong and the sign could be easily uprooted (Journal entry, 16/05/2019).

The following section examines the way the hidden location of the vocational training centres was hampering the skills development of female youths with intellectual disabilities.

6.2.2 Gender disparities due to remote location

The hiddenness of the vocational training centres also created gender disparities. At vocational training centre A, which was a day school, there were twenty-five boys as opposed to only five girls. I asked the bursar of the school why there were such gender disparities and she said parents were afraid of the possibility that their daughters would be sexually abused on their way to school. The vocational training centre required students to come on their own. The way to the vocational training school was isolated and hidden; thus, the parents' fear of their daughters being sexually abused was genuine (Journal entry, 21/11/2018).

The primary school for children with intellectual disabilities, which was right next to the vocational training centre A, had an almost equal number of females to males, possibly because they provided a bus to pick up their students from home. This was probably a safer option for the female students (Journal entry, 20/11/2018).

This gender disparity also influenced the skills being trained at vocational training centre A. The skills being taught included packaging of bin liners, gardening, cooking, rearing of chickens and carpentry in the form of making coffins. They used to teach beading, but this stopped as the number of girls decreased. The female youths were only involved in cooking for the staff and other students as well as packaging bin liners. Only one male youth who was a research participant in the study was being trained in cookery. The female youth would not participate in

courses that were viewed by the skills trainers as more suitable for males such as gardening, carpentry, and animal husbandry (Journal entry, 21/ 11/ 2018).

In contrast, although vocational training centre B was in a remote area, it had boarding facilities. At vocational training centre B, there were more males than females, but there were significantly more girls than at vocational training centre A. At vocational training centre B there were 36 females and 57 males. The training of vocational skills was suited to both gender roles of males and females. The vocational training centre offered courses in cookery, laundry, agriculture (planting of vegetables and dairy farming), pottery, carpentry, selling items in the thrift shop, administration, and receptionist skills as well as weaving. Male youths would participate in some of the courses being taught which would be termed more suitable for females. Male youths were being trained in cookery. Similarly, female youths were being trained in agriculture, e.g., growing of crops and dairy farming. However, for laundry training and weaving, I only saw female youths participating. Similarly for carpentry, only males were participating (Journal entry, 20/ 06/ 2019).

The next section examines limitations in policy implementation and monitoring regarding skills development and work opportunities for youths with intellectual disabilities.

6.3 Sub-theme 2: Ineffective policy implementation and monitoring

Although the youths were being trained in meaningful skills at the vocational training centres, the scope of training they were receiving was limited. This sub-theme describes how youths had inadequate opportunities for skills' development and transition to work. The youths experienced limitations in financial resources, which limited their work skills' development and advancement in sports participation. The youths' skills and what they were being trained on were also not being marketed adequately. Furthermore, there was inadequate involvement of government as well as civic and social groups in the livelihoods' development of youth with intellectual disabilities.

6.3.1 Lost opportunities for transition into work

Vocational school A was situated in an industrial area where manufacturing companies which manufacture plastics, medical drugs, leather handbags, blankets and steel products were situated. There were also companies that manufactured cooking oil, machinery, and tiles. There were shops that sold building materials, fast food outlets, a central hospital, and a funeral parlor very close to the vocational training centre. These were all potential areas for skills development or recruitment. Julian, the sports coach, explained the following:

> "*A school like vocational training center A, it was located in an industrial area so that the youth could learn the skills of industry in sheltered employment" (Julian, sports coach, 31/05/2020).*

However, during the time of the study, vocational training centre A only had two projects from nearby companies, namely to package bin liners and manufacture coffins. One of the skills trainers reported that they used to have significantly more projects from neighbouring industrial companies but because of the economic hardships Zimbabwe was going through at the time, the opportunities to find work from nearby industries had greatly decreased (Journal entry, 22/11/2018).

Vocational training centre A was also renting out some space to a company that made Freezits (frozen lollipops) although the youths were not directly involved in this project. There was not much interaction between the school and the neighbouring businesses. Youths with intellectual disabilities did not go on attachment in the nearby businesses. However, the school occasionally wrote letters asking for donations for their youths for sports events. Vocational training centre A would write to neighbouring companies asking for sports attire, sports equipment, and sponsorship of food items for forthcoming sports events (Journal entry, 22/11/ 2018). Next to vocational training centre A, there was a primary school for children with intellectual disabilities. Some of these children from the primary school were going to be trained in vocational skills at the vocational training centre A in future.

Regarding the vocational training centres' curricula, vocational training centre A taught practical skills, namely gardening, rearing of chickens, carpentry, cookery, and packaging of bin liners, preparing their youth for more practical work. The students were involved in packaging bin liners at the school with the assistance and under the supervision of their skills trainers in a setup that resembled a sheltered workshop. A sheltered workshop provides persons with disabilities a training environment that is specially designed to accommodate the limitations arising from their disabilities. A sheltered workshop allows persons with disabilities to be trained work skills and adjust to the norms of work, develop social skills, and possibly advance on to supported work or to the open labour market (Weiss, 2018). Sheltered employment at the vocational training school was a positive measure as it helps the youth to learn work habits and other work skills. The coffin-making that was taught in carpentry also resembled the set-up of a sheltered workshop where the youths were assisted and monitored by their skills trainers. The vocational training schools where the study was conducted had a mission statement to 'facilitate a conducive environment in which training was based on individual needs and capabilities so that each youth would achieve their highest potential.' However, the students were never attached to the open labour market, so it seemed that the school was preparing them for self-employment, sheltered employment or work as gardeners. The opportunities for work in the open labour market were also scarce owing to the harsh economic environment (Journal entry, 25/ 11/ 2018). Similarly, vocational training centre B taught practical skills such as agriculture, including gardening and dairy farming, carpentry, weaving, cookery, doing laundry and pottery. The skills taught also resembled more sheltered employment as opposed to open labour employment.

The community also donated towards the livelihoods of youth with intellectual disabilities and their families. There were people from the community who took Benjamin's father to a training course on how to make fishponds. Benjamin's father was self-employed, and he worked making fishponds for fish farmers for a living.

> *"There were some people who came to the school saying they would like to assist the children to have at least something that they can do. So, they want to teach the parents so then the parents will teach their children. So, the father went to be trained in how to*

make those fishponds. So that is the work that he is currently doing" (Mary parent, 20/ 10/ 2019).

However, Benjamin's father did not involve his son in the fishpond-making business. The mother said that it was because Benjamin was going to school, and they would try and involve Benjamin during the school holidays. At least the family was getting an income and hence the quality of life for that family was likely to improve. The fishpond-making project was Benjamin's father's only source of income (Journal entry, 20/ 10/ 2019). Some members of the community also donated a popcorn-making machine to Joseph. However, he was not making use of it at the time of the study as he was a boarder at his school. He had left the popcorn-making machine at home (Journal entry, 20/11/2018).

At vocational training centre B, non-governmental organisations and individuals donated clothes, food items and equipment to be used for skills training; for example, the training centre had a thrift shop where they encouraged people and organisations to donate clothes so that the youths with intellectual disabilities can re-sell them to people visiting the school and to the youths in the school. From reselling the clothes, the youths and the school would benefit by getting an income; however, they would also learn essential work skills of selling items and handling customers. However, very few people would come to their thrift shop as there were only a few people who knew of its existence (Journal entry, 3/ 06/ 2019).

The following section examines the limitations in resources, especially financial resources, regarding the youths' skills' development.

6.3.2 Disconnected resources due to financial constraints

It was evident that the schools where the study was conducted had limited resources. At vocational training school A, there was a field where sports activities took place with limited sports amenities. The field had two nets on either side of the field for playing soccer but that was all it had. The field was not very well kept. There were patches on the field where there was no grass and other parts where the grass was overgrown. There was no track for running and I observed that during training for athletics, the youths just ran from the field to the main gate and

back. For golf training, the students had to go to a golf course where there was an offer to train them for free. This golf course was in another location from the school and its facilities were very good. For tag rugby the students also had to go to another location with better facilities to be trained. For bocce, the youths trained at another school in town with better facilities. Occasionally, the youth experienced problems with finances for transport to the different venues and to participate in a particular sport (Journal notes, 20/ 01/ 2019).

The sporting facilities at vocational training centre B were much better than those at Vocational training centre A. This inequity could be because historically in the colonial era, vocational training centre B was a centre for white people who were more privileged than the black people. However, the sporting facilities were still limited and not very well maintained. There was a swimming pool which was not being maintained properly because of the cost of chemicals to maintain the water in a clean state. In fact, one day when the borehole was not working because there was no electricity to pump the water from the borehole, the water from the pool was being used by the youths for bathing and for laundry. They would fetch the water from the swimming pool using buckets. There was a sports field, but it did not offer very much. There were scoring nets for soccer and a goal post for netball. For bocce, the students were trained at a school in town with better sporting facilities. For golf, the students were trained at a golf course, which had volunteered to provide a venue and coaching for youth with intellectual disabilities. I did not observe any recreational facilities in the community (Journal entry, 14/ 06/ 2019).

There were no rehabilitation staff at the vocational training centre A. These would have been useful to assist with the vocational training and work placement of the youth. However, the hospital right next to the vocational training centre had occupational therapists and rehabilitation technicians; however, they were not involved with the skills' development of the youth at the centre. At the junior school, there used to be a rehabilitation technician but the funding to pay him ran out and they were left with no rehabilitation staff. Occasionally, occupational therapy students were attached to the vocational training school for a period of four weeks in a year, where they worked at cognitive and functional assessments, vocational skills training or income generating projects with the youth (Journal entry, 3/ 07/ 2019).

Similarly, vocational school B did not have any permanent rehabilitation staff at the school. They occasionally also had occupational therapy students from the University of Zimbabwe to come and do their practical training. Whilst they were at the school, the students trained the youth in activities of daily living and life skills such as budgeting and financial management. In addition, the students performed cognitive and work assessments. They also trained the youth at the vocational centre on relevant work skills. The Zimbabwean Association of Occupational Therapists (ZAOT) together with the Zimbabwe Occupational Therapy Student Association (ZOTSA) once donated rabbits to the centre and they introduced rabbit rearing to the youths.

While I was at the centre, I did not see any occupational therapy students on attachment although occupational therapy students had previously been there on learning attachments. I did see a veterinary student who was there on attachment, and he was instructing the youths with intellectual disabilities on dairy farming. The veterinary student who was there on attachment was provided with accommodation at the training centre (Journal entry, 15/ 06/ 2019).

The vocational training schools were experiencing some financial constraints which were hindering the livelihoods development of the youths. Vocational training centre B had selected some students with intellectual disabilities to become project participants who have employee status and who received a stipend. However, the school was struggling to give the project participants their allowances because of economic hardships, and this resulted in low morale amongst the project participants. One of the project participants used to be able to cook independently in her room but because she had not received her allowance in four months, she could no longer do this, and she had to eat from the dining hall. The project participants were only receiving a small stipend which was not sufficient for self-sustenance. Coach Julian admitted that at that moment they were not able to pay the youths with intellectual disabilities for work that they would have done because of economic hardships:

> *"As we are now, we are not yet at a place where the youth with intellectual disabilities are able to receive money because of the state of the economics in the country" (Julian sports coach, 28/ 05/ 2019).*

The skills trainers also acknowledged the economic hardships the country was facing. These hardships were making it difficult for the skills trainers to follow up on youths with intellectual disabilities who would have left the school. Upon leaving, they would have been given income generating projects to do at home:

> "*Things are so hard these days! Due to financial constraints, we are now doing work visits after six months." (Kevin skills trainer, 3/ 06/ 2019).*

When the electricity was unavailable, which happens often in Zimbabwe, the training schools struggled to buy diesel to run their generators. Electricity was needed to pump water from the borehole, so this then affected much of their skills training, for example, watering the garden, feeding the cows, doing the laundry, using electric tools in carpentry and other activities of daily living. The oil from the transformer that they used for their electricity was once stolen during the time I was conducting observations at vocational training school B (Field notes, 16/06/2019).

There was one girl from vocational school B who was doing very well at sports. She played bocce and she had gone to Abu Dhabi in 2019 to play in the Olympic Games where she won a gold medal. When she returned from Abu Dhabi, her family took her out of the training school citing that they could no longer afford the school fees. The fees had been increaseddue to inflation. She was sent to live in the rural areas, and this was sad for both the school and the girl. It was possibly the end of her advancement in sports and vocational skills training (Journal, 14/ 06/ 2019).

> *"We can say that we had a child who we trained well, and they even had an opportunity to go outside of the country and then parents failed to pay school fees. If a child fails to pay school fees, then it also means that they must stop playing sport too" (Julian sports coach, 28/ 05/ 2019).*

Vocational training centre A was facing similar economic hardships. The vocational training center only had two stable contractual jobs they were working on, namely coffin making and packing bin liners. They were in the middle of an industrial area but these businesses in the industry were already suffering because of economic hardships and most of them have had to reduce their operations or close. Electricity was hardly ever available which made it very

difficult for some businesses to operate. In addition, there was inflation in the country which made it difficult for businesses to operate. Furthermore, it had become very difficult to access foreign currency which was needed to import raw materials for some businesses. The economic environment in Zimbabwe was harsh and this made it difficult for companies to extend a helping hand to the training centre to enhance the skills training of the youth (Newsday, 2016).

Many youths with intellectual disabilities from vocational training centre A failed to participate in the Paralympic Games because they could not afford the admission fee to participate. One of the vocational training centres for youths with intellectual disabilities did not have diesel and so it failed to bring the youths to participate in athletics to the Paralympic Games. Another vocational training centre for youths with intellectual disabilities came on the wrong day and it failed to bring the children back again on the correct date because of fuel shortages. Coach Julian admitted that the limited finances were affecting youths with intellectual disabilities' opportunities to participate in sports:

> *"We will have limited transport and fuel. We end up missing sports events and trainings, like today. Whilst the youth are at sports events, they will need food. The money will be limiting us too for us to stay there and for food. The youth would want decent food, so often we are limited with the issue of money." (Julian sports coach, 28/ 05/ 2019).*

The corporates who sponsored and advertised at the Paralympic Games were reported to be much fewer than previous years because of economic challenges as most corporates were struggling in Zimbabwe's harsh economic climate (Sunday Times, 2019). The previous first lady, Mrs. Grace Mugabe, had once been patron of the Paralympic Games. However, when her husband was ousted in a military coup in November 2017, she stepped down as the patron for the Paralympic Games. Consequently, the number of sponsorships and the amount of awareness the Paralympic Games had received in the past were reduced. She used to be able to draw significant sponsorship and awareness levels for the Paralympic Games because of her political influence and connections (Field notes, 2/ 01/ 2018). The political environment was acting as a barrier towards the skills development of youth with intellectual disabilities who participated in sports (Ncube, 2016).

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The families of youths with intellectual disabilities were also experiencing financial constraints. As a result of the economic situation in Zimbabwe, John's parents had difficulty in coming to visit him in Zimbabwe from Mozambique.

> *"The parents used to come every month but now they have not come for the past three months because of how things have gotten harder. If they come, they will have difficulty finding fuel to return to Mozambique." (Emily parent, 3/ 02/ 2019).*

The economic situation was restricting parents from supporting the youths' livelihoods developments. Susan desired that her son Jason be self-employed doing carpentry; however, she highlighted that she would not be able to afford the machinery and raw materials required to start a carpentry business.

> "*Carpentry needs a lot of inputs. I don't know, if we are blessed in the future and if we manage to find the inputs, maybe he will be able to do carpentry." (Susan parent, 18/02/2019).*

Owing to the economic situation, Benjamin's mother could not go to support him when he went to the Special Olympics in Abu Dhabi*:*

> *"I did not even think about it because I knew that I would not be able to manage it!" (Mary parent, 20/ 11/ 2019).*

Mary also mentioned that her son was struggling to find employment in this harsh economic environment:

> *"It is difficult for him to be able to find work" (Mary parent, 20/ 10/ 2019).*

Coach Julian also acknowledged that it had become very difficult to place youths with intellectual disabilities in companies for work experience, skills development or for actual

employment because companies were also struggling financially. The economic situation meant that most companies could not employ more staff while some had to downsize and retrench some of their staff, thus making it difficult for the companies to commit to employing youths with intellectual disabilities.

> *"That was a long time ago where we used to be able to send out youth to jobs and they would get paid for it. Now these days it is tough. A lot of times a person would want to do what would be profitable to him. It used to be done! It's only that I am seeing that the occurrence of companies taking our children for work is decreasing. So now it seems that it has become harder for us to look for work for them in companies" (Julian sports coach, 28/ 05/ 2019).*

The financial constraints in the country also affected what the skills trainers were able to teach their students. John commented on how his cookery teacher was restricted in training cookery skills and how what they were being taught had become monotonous:

> *"When she is cooking rice, she wants there to be greens and gravy. When she is cooking beans, she wants there to be tomatoes, carrots and broccoli. That is what she wishes for. Maybe a variety of dishes… but it's Monday sadza! Tuesday sadza with beans, sadza with Kapenta" (John, youth, 3/ 02/ 2019).*

Inadequate financial resources contributed to why the vocational training schools were not handing out more pamphlets with information about their school at events. It appears the school authorities had not really thought about this avenue of raising more awareness about their school and their youths' capabilities.

While conducting this study, I also felt the effect of the economic hardships the country was facing. Sometimes, I would have to wait in long fuel queues or not find fuel at all when I needed to go and do observations at the vocational training schools or sports events. Occasionally, there would be no Internet connection, making it difficult to connect with my supervisors from Cape

Town. It was also difficult to work on writing the thesis in the evenings as most of the time there would be no electricity at home (Journal entry, 20/08/ 2019).

The next section deals with the government's involvement in youths' skills development.

6.3.3 Government's apathetic approach towards youths' life skills' development

Although Zimbabwe was already a signatory to the UNCRPD at the time of the study and the government had its own constitution and legislation which advocated for the work skills development of youth with intellectual disabilities, namely the Zimbabwean Constitution (2013) and the Disabled Persons Act (1992) respectively, the implementation processes for these were vague. Even the vocational training schools where I conducted the study were non-governmental. The Zimbabwean government was not the one championing the skills' development of youth with intellectual disabilities. They were also not adequately supporting the non-governmental schools who were training these youths in work skills. At the junior school for intellectual disabilities that was adjacent to the vocational training centre A, there were days where the school could not go to collect their students because they could not afford to renew their motor vehicle licenses and they kept being fined by the police. The government could have waivered the motor vehicle licenses to such schools to enable them to remain functional and to promote the skills' development of youths with intellectual disabilities (Journal entry, 4/ 08/ 2019).

Jack, the sports manager, highlighted that he felt that the support the government was giving to youths with intellectual disabilities' skills development was limited. He felt strongly that the provision of skills training to youths with intellectual disabilities should be a mandatory duty of the government. The government should be the one at the forefront of promoting skills training of youths with intellectual disabilities. He also commented that the training offered to youth with intellectual disabilities needs to provide a clear pathway to employment.

> *"I feel and I have also heard that the government is not doing enough to support these schools. Some things in life must just be standard. Providing a standard and quality*

education for these children with mental handicaps should be standard and a mandate of the government. It should be standard that the education that is provided to the youth with intellectual disabilities should lead them to some kind of work" (Jack sports manager, 29/ 11/ 2019).

Non-governmental organisations and the community also influenced the skills development of the youth. The group of schools where I conducted this study was run by a welfare voluntary organisation that received government grants from the Department of Social Welfare. However, the grants that they were receiving from the social welfare were inadequate due to the harsh economic environment that was complicated by high inflation rates. The Department of Social Welfare would refer youths with intellectual disabilities to the vocational training centres for work skills training. Some youths from orphanages would be followed up by social workers from their orphanages. Social welfare would also pay for the school fees of some of the youths at the vocational training centres.

The following section deals with the untapped opportunities for marketing the youths' capabilities.

6.3.4 Possibilities for marketing of youths' capabilities

The vocational training centres' plans on how to improve their interactions with nearby businesses were insufficient. There were occasions where the vocational training centres had potential opportunities to advertise. The athletes who were participating in the Special Olympics had an opportunity to attend a cultural cookery festival that was hosted by the first lady, Mrs. Auxillia Mnangagwa. They were other colleges there that trained in vocational skills, and they were advertising their schools by giving out pamphlets with information of their schools and the training they offer. However, none of the vocational training schools for youths with intellectual disabilities brought any advertising materials to increase the society's awareness of the youths and the vocational skills in which t they are being trained. Handing out of pamphlets with information about the schools was rare at the vocational training schools. I was given a

pamphlet with information about what their schools offered at their head office (Journal entry, 24/05/ 2019).

It seemed that a lot more needed to be done to raise awareness of the youths with intellectual disabilities and the skills that they were being trained in so that they could access more skills training, donations, and work opportunities (Journal entry, 24/ 05/ 2019). The mass media acted both as a facilitator and a hindrance towards the shaping of skills development for youth with intellectual disabilities who participated in sports. The media did not really touch on topics to do with skills development or work options for youth with intellectual disabilities. However, they showed individuals or groups making donations to people with disabilities. Occasionally, Zimbabwean television and radio stations also spoke about different types of disabilities, including intellectual disabilities. The youths who went to the 2019 Special Olympics in Abu Dhabi were also interviewed and shown on Zimbabwe T.V, and parts of the Special Olympics were shown on Zimbabwe TV. The Paralympic Games in which some of the youths in the study participated were also shown on TV by the Zimbabwean Broadcasting Corporation (ZBC). The ZBC was in fact facilitating awareness of the youths and their capabilities by broadcasting their sports events. However, I felt that these youths' sports events needed more media coverage as they would only occasionally be shown on the television. I also felt that the youths' abilities regarding work skills required more media coverage. The limitations in marketing of the vocational training centres led to the limited involvement of civic and social groups in the skills development of the youth.

6.3.5 Inadequate involvement of civil society

Regarding the influence of religious groups, I did not observe any involvement of religious organisations at vocational training centre A. There were churches in the nearby residential area. The non-visibility of the vocational training centre may have been the reason why church organisations were not involved as they may not even have been aware that the vocational training centre existed. Although religious groups would donate to the school, they were not necessarily from the nearby community (Journal entry, 05/ 04/ 2019).

Non-governmental organisations (NGOs) made donations to the schools. For example, the school's bus for vocational training centre A was donated by an NGO. NGOs also donated food items for youths with intellectual disabilities to go to sports matches. They also donated clothes to the youth.

> *"Like right now they were given three pairs of shorts. Last time they were also given t-shirts and sports shoes" (Lisa, parent, 21/11/2018).*

6.4 Sub-theme 3: Disabling Attitudes

This sub-theme describes how in some instances, societal attitudes were beneficial towards the skills development of youths with intellectual disabilities whilst in most cases they were hindering the youths' skills development and transition into work. The sub-theme describes how the youth were over-protected by segregating them from society. The perceived advantages and disadvantages of employing youth with intellectual disabilities are also presented as well as the values, behaviours and beliefs of the adults who engaged with the youths regarding their skills development.

6.4.1 Location as a paradox of protection and segregation

Both schools where I conducted my study were built during the colonial era in Zimbabwe where there was a system of segregation between the whites and the blacks and between the people with disabilities and those without. This segregation was evident during the time of this study as the vocational training centres that were built for youths with intellectual disabilities during the colonial era were isolated from society.

During the colonial era, vocational training centres A and B were located away from the main roads for the children's safety and to 'hide' the children with intellectual disabilities from society. One of the skills trainers shed light on why vocational training centre B was so remotely located:

> *"Vocational training centre A was placed away from the main road to protect the youth but also to hide their intellectual disability from society. Vocational training school B was placed far away from others so that the whites would keep it a secret that white people could also have intellectual disability. The school was for white people only" (Julian sports coach, 31/ 05/ 2020).*

It seemed that the white community felt shame for having children with intellectual disability and hid them. Vocational centre B was surrounded by plots. The neighbouring plots were involved in farming projects such as horticulture and poultry. There were also residential areas around the vocational training centres. The school did not have any interaction with its neighbors in terms of work skills training. I did not see the youth participating in the neighbours' farming projects. One of the teachers expressed a need to keep the children safe; therefore, the youths hardly got to interact or get the opportunities to do jobs outside of the vocational training centre.

> "*We must report to head office if we want to go out with the youth for their safety (Emilda skills trainer, 3/ 06/ 2019).*

There was also a company which made bricks near the school and a company that sold seeds, but the school had no interactions with these companies, even for work skills training of the youth (Journal entry, 3 06/ 2019).

There was a school that teaches farming near the school; however, the youths had no interactions with the school. There also was a small shopping centre near the school. The shopping centre was not very well developed though. The students hardly went to there. However, during my time of observations, the students went to the supermarket to carry out their tag rugby project. They went to pick up litter and they swept the shopping centre. The community members were pleasantly surprised to see them and what they were able to do. It seemed that the members of the community in that area have very little contact with the youths with intellectual disabilities (Journal entry, 02/ 06/ 2019).

One skills trainer explained to me that there was very little interaction between the youths and the surrounding community members because the vocational training centres required permission

from head office to allow the youths to interact with people from outside of the centres to protect the youths with intellectual disabilities from abuse.

> "*If we want to go out with the youth, we must let head office know our plans" (Emilda, skills trainer, 3/06/2019).*

6.4.2 The paradoxes of employing the youth

The sports managers, who represented the employers in the study, voiced their perceived benefits of employing youth with intellectual disabilities. The study revealed that the youth were more likely to take up and maintain manual jobs that are shunned by the non-disabled youth. The youths also seemed to do well on routine and manual types of jobs. One of the sports managers highlighted that most non-disabled youth are furthering their education with some even attaining degrees. Consequently, very few want to be employed where they must do manual jobs; however, youths with intellectual disabilities would be happy to perform these manual jobs and be diligent and committed to their work. The youth's commitment to and diligence in their work was also echoed by the skills trainers, sports coaches, and parents of the youth.

> *"With youth these days, no one wants to do the physical work such as farming and sweeping. Because there is so much emphasis on getting a degree, no one wants to do these practical jobs which youth with mental handicaps could take. I suppose a person with an intellectual disability would be happy to take these physical jobs and be so grateful and committed to their work" (Jack sports manager, 29/11/2019).*

The sports managers who participated in the study agreed that youth with intellectual disabilities would place more significant value on acquiring a job than non-disabled youth would:

> "*Getting a job for youth with intellectual disabilities means a lot more to them than it would for a person without intellectual disabilities" (Mason, sports manager, 22/ 11/ 2019).*

> *"It will be like they have won the state lottery and they will be so dedicated to their work. I suppose a person with an intellectual disability would be happy to take these physical*

jobs and be so grateful and committed to their work" (Jack, sports manager, 29/ 11/ 2019).

The youth also experienced barriers to accessing work skills and work opportunities. These included the youths' own limitations, as well as the perceived disadvantages of employing youth with intellectual disabilities by potential employers.

Youth with intellectual disabilities had difficulty with some cognitive functions such as concentration or memory and this in some instances made it difficult to perform certain work skills well. Emily believed that her nephew John's problems with concentration affected his ability to perform work tasks:

"*He can do that, but to concentrate on things like work, there's nothing, nothing, nothing! (Emily parent, 3/ 02/ 2019).*

The youths' learning styles could also hinder their progress in grasping work skills. Emily was struggling to teach her nephew certain skills at home until she was advised by a psychologist that her nephew learns better if she would repeat things to him. Repeating instructions enabled John to follow instructions better.

"If you say to him, "Go and buy two loaves and one pint of milk," you have to repeat to say, "I said go and buy two loaves and one pint of milk," then you say, "What did I Say? Go and buy two loaves and one pint of milk." That way if you say it three times, he will bring what you asked for but if you just give him instructions once, he will make mistakes." (Emily, parent, 3/ 02/ 2019).

In a work environment, employers may just find it cumbersome and time consuming to have to repeat work instructions until someone grasps it. One of the sports managers mentioned that if he were to take a youth with intellectual disabilities for an attachment, he would request that he comes with one of his skills trainers to case manage and train the youth on the work tasks. He

felt that he would not have the time to teach the youth who may be slow to grasp the work concept.

> *"If they were to be on work attachment here, we would request that the youth come with their teacher or someone who would monitor them and make sure they were doing the correct things" (Jack sport manager, 29/ 11/ 2019).*

Another sports manager who worked with youths with intellectual disabilities in golf realised that some of them learn better through physical touch or through demonstrations as opposed to just verbal instruction.

> *"Working with them you've got to realise, the boundaries that they have because some of them are much better when you sort of correct them by physical type of movement. Some of them sort of understand a bit more verbally, and you combine it a lot with showing them things" (Mason sports manager, 22/ 11/ 2019).*

I also saw that while the skills trainer was packing bin liners into their packaging with the youth, she used demonstration to show John how to pack the bin liners and he grasped the concept. The youth's learning styles may pose a problem in a work situation if the employers are not knowledgeable or do not have the experience on how to train the youths in work skills in a way that the youths would understand (Journal entry, 14/ 02/ 2019).

Youth with intellectual disabilities may struggle with performing basic functional tasks. John struggled with some fine motor tasks such as packing bin liners and tying his shoelaces. Secondary health problems may also affect the youths' performance in some work skills. John also had mild hemiplegia which affected his performance in sports. He would run with a limping gait. Jason had epilepsy and on days that he had seizures, it meant that he could not participate in training in work skills or sports. Jason was recruited to work in a factory as a floor worker in November 2019. However, the employers were hesitant for him to continue working for them because he had generalised grand mal seizures and the job required him to operate machinery.

This meant that Jason sadly lost this job opportunity and he consequently returned to the vocational training school as a student (Journal entry, 16 November 2019).

Some of the youths were also highly dependent on their parents which could be a possible handicap in a work environment. Tendayi relied on his mother to make most decisions. Even during an interview with him, when he was asked what he would like to do in the future, he responded by saying that he does not know and that I should ask his mom.

> "*Mom will look for a job for me" (Tendayi youth, 04/ 02/ 2019).*

Tendayi's mom also noted that her son was too dependent on her, and she would complain about it:

> *"But him being an only child is another challenge because everything is I don't know mom. I would like to get married but my mom will give me money. This, I don't know mom! That, Mama! This Mama! You see! That! I think that is the challenge I have with him!" (Lisa parent, 04/02/2019).*

Similarly, Emily complained of feeling burnt out because of having to take care of her nephew who was dependent on her. She had to make sure that he was safe because sometimes he forgot to lock the door when he left the house. She was also worried about leaving him for long periods as she would be thinking of his safety. Although he could bath independently, she would bath him occasionally to ensure that he was clean:

> *"I am the one who really has enough of him until the mother comes to fetch him. When she comes to get him that is when I get to rest" (Emily, parent, 3/ 02/ 2019).*

This dependency on others to perform tasks and the need for another person to make decisions could make potential employers reluctant to hire youth with intellectual disabilities over a person who can work more independently. One of the sports managers admitted to having reservations about hiring youths with intellectual disabilities because he believed that they could be

aggressive and violent. His beliefs were based on what his daughter, who is a psychiatric nurse, had told him that mentally ill patients could be violent:

> *"One must always think of the risks of employing someone who is 'mentally handicapped.' Sometimes they are aggressive and can easily hit you. My daughter who is in the UK is a mental health nurse and she works with some patients who are sometimes aggressive" (Jack sports manager, 29/ 11/ 2019).*

However, youth with intellectual disabilities are not necessarily mentally ill and they can be very polite, disciplined, and caring. My experience was that I felt the love and care of the youths when I was around them (Journal entry, 31/ 11/ 2019).

Another sports manager's concerns for employing youth with intellectual disabilities were for the employer to be knowledgeable of the youths' limitations and any medical conditions that the youths may have so they may be given suitable work duties on a particular job:

> *"Well, you really must know their limitations. Some of them will also have medical conditions so it is wise to get a medical report first before you employ them. For example, that girl I was telling you about has a heart condition. So, imagine if you employed her and started telling her to run there and do this and that. You could end up harming her. So, it is important to get a full medical history and to know which type of work is suitable for the person" (Mason, sports manager, 22/11/2019).*

One of the skills trainers also highlighted that some medical conditions that youth with intellectual disabilities may have may prevent them from performing certain work tasks or being trained in some work skills.

"In some workshops we use electricity, and the child will not be able to use electricity…so if the child has seizures, they will see that the child cannot work where there is electricity. So, if they see that this youth likes to work in a workshop with electricity, they will explain to the parent that it is better that their child works at a workshop where there is less risk, so that it is well with them" (Kevin, skills trainer, 3/ 06/ 2019).

However, both the skills trainers and the sports coaches who taught youths with intellectual disabilities had positive perceptions about employing theme. Coach Nicholas emphasised that he believed that youths with intellectual disabilities can work in an open labour market*:*

> *"Yes, I believe that youth with intellectual disabilities can work in an open labour market" (Nicholas, sports coach, 27/ 04/ 2019).*

6.4.3 Contradictory family values and beliefs

There is a Shona saying that says, *'Seka hurema wafa',* which translated into English means 'Only laugh at disability when you die'. In the Shona culture, you must not laugh at disability because as long as you are alive, disability may also happen to you. The Shona tradition discourages people from shunning individuals with disabilities. However, disability is sometimes seen as a curse or a punishment of some sin the parents may have committed. In the Shona culture it is also believed that parents can use their children by making them disabled or mentally ill so that they can gain riches. This process of accessing riches by causing mishap in the family is called *'kuromba'* in Shona. These beliefs lead to stigma and discrimination of families with children with intellectual disabilities. It is also believed that if a woman gives birth to a child with disabilities, the brunt of the blame is from her side of the family or that she is paying for some undisclosed sin. If labour is prolonged, the woman giving birth is encouraged to confess her sins so that the baby may be delivered more easily. If labour is prolonged and the child ends up with a disability, it could result in divorce among parents of children with disabilities. Often, it is the mothers of the children with intellectual disabilities who are left by the fathers to care for the children.

The culture of the people in Zimbabwe are also more of feeling sorry for people with disabilities and perhaps being charitable towards them. I did not see any real effort by the community to ensure that youth with intellectual disabilities were empowered with skills that would enable them to work. Even at the Paralympic Games, there were stands advertising and selling various items, but the companies would hire non-disabled youths to work and man those stands. Youths

with intellectual disabilities would not be included. Coach Julian also pointed out that society did not believe that youths with intellectual disabilities could be productive members of society. As a result, they were discriminated against regarding skills development and work opportunities:

> *"What happens is many people do not understand that our youth who is intellectually challenged can be given a job! Some people do not have the patience to teach the youth that you must do this and that. They are not being able to get into jobs because they will already have names that, "aaa we cannot possibly work with them." (Julian sports coach, 28/ 05/ 2019).*

Coach Julian even went further to say that youths with intellectual disabilities were discriminated against regarding work opportunities by their own families. If parents have a business they were operating, it was unlikely that they would employ their child with intellectual disabilities.

> *"Now what I would like is for parents of youth with intellectual challenges…they are also people with businesses! But they do not want to accept that their child, let's say their child can do something. They can't even say come and work in my company! They don't want! They are not accepting it! They want, otherwise to get rid of them whilst they are here, and they are there. They cannot even say come and work in my company, looking for work for the youth so that he gains work experience!" (Julian sports coach, 28/ 05/ 2019).*

Lisa also described an incident of stigma and discrimination where her brother in-law refused to open the gate to allow her son, Tendayi, inside the house when he had gone to visit his aunt. Lisa also highlighted that youth with intellectual disabilities are often misunderstood and mistrusted by society. She also recalled an incident where Tendayi's non-disabled peers in the community isolated him and left him behind when they went into town. Lisa was so pained by this incident that she wanted to intervene:

> *"I was having problems with my sister, the half-sister. Her husband refused to open the gate! You know that kind of thing. Plus, the fact if somebody doesn't understand him, they tend to segregate those children and they do not trust them that much! They tend to say, "aaa, we do not want to walk with this brother. My son said, "The other boys said they don't even want to walk with me, so all the boys left me as they were going into town." It's so painful that you would want to intervene" (Lisa, parent, 04/02/2019).*

John also experienced discrimination in his family because of his condition. The relatives misunderstood and isolated him because of his disability. His aunt Emily identified negative attitudes as the problem amongst John's relatives. The family gave up on him and they did not really believe that he could achieve anything. As a result, the family delayed in seeking education or skills' training that was appropriate for him:

> *"The other relatives do not like him, and they can't handle him. People are the ones with a problem of attitude towards him. There is no one who ever says to him he can come over for the weekend, but I am now seeing that they are the ones with the problem. People had already given up on him. People had given up on him! (Emily parent, 3/ 02/ 2019).*

The stigma and discrimination against youth with intellectual disabilities were causing their parents to worry about what would become of their youth with intellectual disabilities once they had passed away. This is so unlike the Shona culture. I lost my parents at the ages of 15 and 16 respectively but because the Shona culture to which I belong encourages the parents' brothers and sisters to take care of their nieces and their nephews as their own when their siblings die, I was taken care of by my aunts and uncles. I managed to complete my high school education and university under my aunts and uncles' care. However, for youths with intellectual disabilities, it seems that they were shunned by their aunts and uncles who are supposed to take care of them once their parents pass on. This has the effect of causing heightened anxiety among the youths' parents (Journal entry, 26 May 2020).

During the study one skills trainer found that the communities' negative attitudes toward youth with intellectual disabilities could be changed by the youths' acts of volunteerism and productiveness. As part of their project for tag rugby, the youth went to clean nearby community shops. The community was pleasantly surprised by the productiveness of the youths with intellectual disabilities' and welcomed them. Going to clean the nearby community shops brought awareness of youths with intellectual disabilities and it showcased what the youths were capable of.

> *"So, when they did all that people were left surprised because they will be thinking that a child who is mentally challenged cannot or there is nothing that they can do because some of them feared them. They were also happy because they didn't know that our youth with challenges would have those thoughts of thinking something good. So, we went to clean there, and they were very happy. We made their community shops clean. Some of them were actually scared of them but they then saw that these are people who they could stay with as we actually went there and worked in our uniforms, and we did this so that we would be known." (Emilda skills trainer, 3/ 06/ 2019).*

The next section discusses the findings.

6.5 Discussion

The findings indicate that the youths' vocational training centres were in remote locations and invisible to potential employers. The roads leading to the schools were in a bad condition, making them less accessible and attractive. There were also gender disparities due to the remote locations of the vocational training centres, with female youth having less access to the vocational training centres as their parents had concerns for their safety. There were lost opportunities in terms of livelihood development for the youths as the vocational training centres were not utilizing surrounding businesses to partner with them and enhance the youths' livelihoods' development. Some parents were being trained on how to train their children in work skills; however, the parents were not teaching their children the skills they had learnt, which created more missed opportunities for the youths' livelihoods development. The youths'

exclusion to their parents' businesses could be because the parents were afraid of stigma to their families and to their business. Shama (2008) mentions in his study that persons with disabilities are often stigmatized and discriminated against in Zimbabwe. The skills that the youth were being taught were not being marketed effectively to potential employers.

The scope of what the youth were being taught was inadequate owing to limited financial resources. The harsh economic climate in Zimbabwe was affecting the resources available to the youth for work skills training and for developing their skills in sports. Some youth had to drop out of school as their parents could no longer afford the school fees, which also meant the end of their skills' development in sports. Furthermore, the involvement of government, civic and social groups in the livelihood's development of the youth with intellectual disabilities was inadequate. Attitudes towards the youth were contradictory, with some attitudes being beneficial whilst some attitudes hindered the youths' livelihood development and work opportunities. Attitudes of overprotecting the youth as well as stigma and discrimination were identified as barriers towards the youths' livelihoods development. The youths' different learning styles and slow learning, their difficulty in performing basic functional tasks as well as their dependency on caregivers and their struggling to perform basic functional tasks were identified as barriers towards their livelihoods' development. The study revealed that the youths' acts of volunteerism changed the communities' negative attitudes towards them, and it gave the youth opportunities to showcase their capabilities.

The colonial era had a bearing on the location of the vocational training centres where I conducted the study. During the colonial era, people with disabilities were hidden and segregated from the rest of society. Post-colonially, the two vocational training schools were still hidden from the rest of society and potential employers. Vocational centre B was reported to be hidden because the white people were ashamed to have children with intellectual disabilities and they wanted to hide their children, which had the effect of limiting the youths' opportunities to interact with society and acquire work. McConkey et al. (2013) conducted a five-nation study in Hungary, Poland, Serbia, and Ukraine to assess the promotion of social inclusion of youth with intellectual disabilities and they argued that youth with intellectual disabilities are often placed in specialised settings from childhood, which promotes social isolation of the youth from

their peers. Cybulski et al. (2016) are of the opinion that society has low expectations of youths with intellectual disabilities as well as negative attitudes and behaviours. These have created barriers to exclude the youths from participating in many activities in which youths without disabilities are afforded the opportunities to participate. They cite the example of exclusion from participation in sports, but societal exclusions can also be seen in livelihood development. The limited interactions the youths were being subjected to meant that the youths were being prepared for more sheltered employment as opposed to work in the open labour market.

During the colonial era, the white people were separated and enjoyed more privileges than the blacks. This discrimination is evident amongst the schools where I conducted the study: Vocational training school A, which was historically designated for black people, was less resourced than vocational training school B, which was meant for white people during the colonial era.

The remoteness of the vocational training centres made it unsafe for girls to attend, especially vocational training centre A, which had no boarding facilities. There was a genuine fear amongst the parents of female youths that their daughters may be sexually abused on their way to school. The Zimbabwean (2015) published an article which stated that women and girls with intellectual disabilities are vulnerable to violent attacks and sexual abuse. Women and girls with disabilities in Zimbabwe are twice as likely to experience gender-based violence than their male of female counterparts without disabilities (UNESCO, 2020). The Swedish International Development Cooperation Agency (2014) stated that up to eighty seven percent of women with disabilities are victims of sexual violence. The gender disparities where the vocational training centres had more male youths than female youths were also a problem regarding negative attitudes. The female youths with intellectual disabilities were not encouraged to participate in work skills development and no provisions of reasonable accommodations were made for them to ensure that they had equal opportunities to develop their work skills at the vocational training centres. In Zimbabwe, the insufficient concern to ensure that female youth develop work skills and access work opportunities could possibly be because women culturally are viewed as caregivers and men are seen as breadwinners. Chikate (2020) also mentioned that Zimbabwe is still largely a patriarchal society where the rights of men are favoured in comparison to women. Lindstrom,

Harwick, Poppen and Doren (2012) condcuted a study on female youths with disabilities, special education teachers and potential employers in the US and they concluded that female youths with disabilities face many hindrances in developing work skills and transitioning to a meaningful career. Barriers that they identified included limited career options or limited opportunities regarding work skills development; issues to do with the school system and inadequate accommodation for the disability needs of the female youth. Ferri and Connor (2010) performed a study on female youth of colour with disabilities in the US and they also identified sexual harassment and socioeconomic disadvantages as barriers towards the skills' development female youths with disabilities.

The youths showed many abilities that were useful in the world of work. They performed their duties efficiently. They were dedicated towards their work. They showed leadership and time management skills. They could perform physical type of work proficiently, yet their skills were well hidden from potential employers as the youths' training centres were secluded from the rest of their communities. The marketing of skills to potential employers that the youth with intellectual disabilities were capable of was inadequate. Opportunities to market the youths' skills were available at sports events but the vocational training schools did not take advantage of such opportunities. On the other hand, colleges of non-disabled youths would advertise the skills that they were teaching their youths through pamphlets and through talking to potential employers at the same sports events. The media would sometimes showcase the athletic talents of the youths with intellectual disabilities.

Youth in this study were not getting enough coverage to showcase their athletic abilities and they were getting even less coverage to showcase their work skills. McConkey et al. (2013) commented that media coverage of the participation in sports by youths with intellectual disabilities has the effect of showcasing their talents to the community, which in turn could market the youth to potential employers. Nota et al. (2014) from Italy conducted a study on employer attitudes towards the inclusion of people with disabilities in work. They also found that when the strengths of the youths with intellectual disabilities were presented to employers instead of their limitations, employers had more positive attitudes towards them. There was a

need for more awareness of potential employers regarding the capabilities of youth with intellectual disabilities to enhance the youths' work opportunities.

Holwerda et al. (2013) conducted a study in Netherlands to ascertain the predictors of work outcomes for youths with intellectual disabilities. They believed the personal factors of youth with intellectual disabilities were useful predictors of the youths' work outcomes. However, they conducted their study in the Global West where youths with intellectual disabilities have better prospects for disability grants, vocational training and work internships and a clearer pathway towards work in comparison to Zimbabwe where there is such a high unemployment rate amongst youths in general. In Zimbabwe, environmental factors seemed to play an even more important role in predicting work outcomes for youth with intellectual disabilities. This makes the social model of disability, which was one of the theoretical models used in this study, suitable as youths with intellectual disabilities were disadvantaged regarding livelihoods' development opportunities. This was not largely owing to their impairments, but to economic, social, environmental, and prejudicial attitudes that they encountered. These findings are in line with those of Opoku (2017) who explored barriers to employment for people with intellectual and other disabilities in Kenya.

At the time of the study, Zimbabwe as a country was experiencing a great deal of economic hardship Mlambo (2017) conducted a study on the economic situation in Zimbabwe and found that Zimbabwe's economy has declined rapidly to a situation where the country ranks amongst the poorest economic performers in the southern region of Africa. Mtemeri and Nhamo (2012) from Zimbabwe commented that there is a high youth unemployment rate in Zimbabwe and the economic situation is dire. There was a drought, which meant food shortages and inadequate food production created a national crisis in Zimbabwe (Gwatirisa & Manderson, 2012). Muzurura (2016) from Zimbabwe also found in his study that there was inadequate investor confidence in Zimbabwe due to corruption and political instability. There were also economic sanctions placed on the country by the US and other western countries. These were contributing towards Zimbabwe's deteriorating economy (Nyoni, 2019). There was massive corruption amongst captains of industries and politicians that further contributed to the economic meltdown (Cain, 2016). It was very expensive to operate businesses which meant that businesses either

had to downsize or close (Shumba, Zindiye & Donga, 2017). Most companies were failing to operate at full capacity and some companies were closing, leaving many workers unemployed and many Zimbabweans suffering (Mlambo, 2017). Some companies were even relocating to other countries (Mlambo, 2017). The closure or downsizing of businesses meant that there were fewer companies willing to assist the vocational training schools for the youth with resources or work opportunities. The availability of fuel, electricity and water were erratic, making it difficult for businesses to manufacture goods and operate efficiently (Mlambo, 2017). Mlambo (2017) also found that there was an unemployment rate of 90% amongst Zimbabweans in 2015 and most Zimbabweans were forced to rely on the informal sector such as vending and selling second-hand clothes.

Financial constraints were limiting youths' involvement in sport and their work skills' development. There were limited resources regarding sports equipment, transportation to sports venues and sports facilities. Bossink et al. (2017) from the Netherlands conducted a peer reviewed literature search and they also found that limited financial support and inadequate provision of transportation to sports venues were barriers to the participation in sports activities by youths with intellectual disabilities. Limited resources were also limiting the scope of work skills in which the youths could be trained in to make them employable. In some instances, economic hardships were disrupting the youths' advancement in sports as some athletes with intellectual disabilities could no longer afford the school fees at the vocational training centres, which meant the end of their sports training and participation. These findings are in contrast with those of Cramm, Nieboer, Finkenflugel and Lorenzo (2013) who investigated barriers to education of youths with physical and intellectual disabilities in South Africa and found that there was no significant relationship between financial exclusion and education. In the study by Cram et al. (2013), social exclusion and exclusion that was intentional and planned were more associated with barriers to education for youths with intellectual disabilities.

It was found that society had contradictory beliefs, behaviours and practices that either enhanced the youths' life skills development or created barriers. Having a child with a disability may be viewed as being cursed or a punishment for some undisclosed sin. Opoku (2017) also found out that in Kenya, people with disabilities are believed to be cursed by the gods or they were viewed

as being punished for a sin which leads to stigma and social rejection. On the other hand, Zimbabwean culture believes in a spirit of togetherness or ubuntu where participation in family activities of community activities is valued above individual differences and where inclusiveness of persons with disabilities is valued (Shava, 2008). Shava (2008) also commented that whilst Zimbabweans believe in including persons with disabilities, they also view persons with disabilities as having a bad omen.

The policies of Zimbabwe encouraged government and all other institutions to provide career guidance, skills development, and work opportunities for youths with intellectual disabilities. Yet there were inadequate enforcement measures or implementation strategies to ensure that the youths have skills development and work opportunities. Zimbabwe is a signatory to the UNCRPD, which pronounces in article 30 that member states should enable youth with intellectual disabilities to participate on an equal basis with others in inclusive and disability specific sports (UN, 2006). Article 27 of the UNCRPD (UN, 2006) also states that youths with intellectual disabilities have a right to work on an equal basis with others and member states should provide employment opportunities, vocational guidance, work placements and career advancement opportunities. The sentiments shared in these two articles of the UNCRPD are echoed in the Zimbabwean Constitution (Parliament of Zimbabwe, 2013), the Disabled Persons Act (Parliament of Zimbabwe, 1992), and the Youth Policy (2000). The Sports and Recreation Commission Act (Parliament of Zimbabwe, 1991) also talks specifically about provision of equal opportunities for youth with intellectual disabilities in sports and work. However, these Acts do not give guidance on the implementation processes. Opoku (2017) lamented that in many poor African countries where there are policies for people with disabilities regarding livelihoods' development opportunities, they are poorly enforced or they are not enforced at all, rendering the policies worthless. Max-Neef et al. (1992) argue that development in a country needs to integrate the diverse, collective population that makes up society, including persons with disabilities. The fruits of economic development must be distributed more equitably (Max-Neef et al., 1992). Countries should reconcile participation in development with inclusivity, and active forms of representation must be put in place in development (Max-Neef et al., 1992). I agree that the Zimbabwean government needed to actively include youth with intellectual disabilities equitably regarding developing their work skills and work opportunities.

The Zimbabwean Constitution (Parliament of Zimbabwe, 2013) states that government and all other institutions should provide skills development, work opportunities and reasonable accommodation to youths with intellectual disabilities according to the resources available. Yet the measure of having adequate resources available may be very subjective from one employer to another. Turner and Maschi (2015) comment that it is not easy to regulate a community's will to want to empower marginalised and vulnerable people in that community. The policies in Zimbabwe were ineffective in promoting the livelihoods development of youth with intellectual disabilities and empowering them. The findings show that it is difficult to provide a clear pathway to empower the youth regarding livelihoods opportunities. At the time of the study, the country was going through such major economic hardships and limitations in resources that, according to the Zimbabwean Constitution, the employers would be justified to not be able to accommodate youths with intellectual disabilities in employment. The empowerment theory was designed in the western countries where there are better resources and where self-determination plays an important role in being successful. However, in Zimbabwe at the time of the study, the harsh economic environment was hindering the youth from accessing skills' development and work opportunities. On the other hand, the harsh economic climate could act as a motivator for the youth, their parents, skills trainers, or sports coaches to enact positive change with regard to livelihoods development for the youth according to the human needs' theory of Max-Neef et al. (1992). However, this positive aspect of human needs being motivators to positive change was not evident in my findings in the study. The insufficient opportunities could be facilitators, but the parents were not seeing them as facilitators towards change. There needed to be awareness amongst the parents so that they see their deprivations regarding the limited work skills development and work opportunities of their youth as facilitators to create livelihoods opportunities.

The vocational schools where I conducted the study also had their own policy for child protection. It aimed to ensure that youths with intellectual disabilities at their centres were protected from abuse from their staff members, from people who were associated with their organisation, or people who participated in their programmes, including projects aimed at developing their livelihoods. The document stated that the youth should receive equal

opportunities, respect, and dignity (Zimcare Trust, 2018). This policy document was to be signed by all people and staff members working with youths with intellectual disabilities. However, the youth were hidden and their association with potential employers was too restricted (Journal entry, 3/ 06/ 2019). Youth were overprotected and secluded from the rest of society. The staff working with the youth seemed uncomfortable with the idea of the youths having too many interactions with communities near the training centres or performing work attachments at nearby businesses for fear that the youths may be abused. The surrounding communities had limited awareness of the youths' existence. The relationships between the vocational training centres and nearby businesses about offering work attachments or work opportunities for the youth were restricted. Simplican, Leader, Kosclulek and Leahy (2015) commented that researchers have also argued that settings for youth with intellectual disabilities which are segregated can also offer a sense of belonging, friendship, and safety. Although the fears that youths with intellectual disabilities were vulnerable to abuse were genuine, there was a need to find a balance between protecting the youths from harm and exposing them to work skills' development outside of the school so that the youths would also have opportunities for work in inclusive settings as opposed to just sheltered employment. Callus, Bonello, Misfud and Fenech (2019) conducted a study on the overprotection of youths with intellectual disabilities in Malta. They also found that overprotection of youths with intellectual disabilities was a disabling barrier in employment and skills development and hindered the youth from reaching their full potential. Salt (2019) from the University of Glasgow in the UK also commented that parental and service provider concerns over safety and security may prevent youths with intellectual disabilities from opportunities of positive risk taking and experimentation.

There were some individuals and organisations that donated machinery and provided training for livelihoods development for youth with intellectual disabilities and their families. But these opportunities were not being fully utilized and there was limited follow-up to assess whether these interventions towards the skills' development of the youths were leading to meaningful work opportunities for them. Even opportunities to train in work skills such as having a thrift shop at Vocational Centre B where the youth could practice selling clothes was not being fully utilized or marketed as only a few people knew of the shop's existence.

From my findings, it seemed that there was no real effort from the families, communities, vocational training schools, the government, and its policies to ensure that youths with intellectual disabilities would end up in meaningful employment. The efforts towards youths with intellectual disabilities seemed more of a charitable approach, where things would just be donated to them rather than an empowerment and emancipatory approach. Yet the youths had capabilities that were useful in a work environment. Vance (2016) from Canada found that stigma from the community and employers remains a significant yet underrated factor in perpetuating low levels of employment for persons with disabilities. Attitudes needed to change to regard youths with intellectual disabilities as productive human beings. I agree with one of the sports managers that the skills development of youth with intellectual disabilities should provide a clear pathway that leads them to meaningful work.

6.6 Conclusion

This chapter presented the findings and discussion related to the environmental factors that shaped the livelihoods development opportunities of the youths with intellectual disabilities. The sub-theme '***Invisible and well-hidden resources'*** explained how the remote locations of the vocational training centres were hindering the youths' visibility to potential employers. The remote location of the vocational training centres also restricted female youths' participation in livelihoods development as few female youths came to the vocational training centres for fear of being sexually abused on the way there. Another sub-theme described how ***ineffective policy implementation and monitoring*** was creating barriers for the youths' livelihoods development. Contradictory attitudes of the adults involved in the livelihoods development of the youth were unpacked and how these attitudes in some instances were facilitators, yet in other instances they were barriers to the youths' livelihoods development. Prejudicial attitudes, poor enforcement and monitoring of policies as well as a harsh economic environment were contributing to the youths' limited access to livelihoods development opportunities.

The next chapter synthesizes the cross-cutting themes of the findings to generate the thesis building of this study.

Chapter 7: Synthesis and thesis building

'Seka Urema wafa!' – A call to action for inclusive livelihoods development opportunities

7.1 Introduction

'*Seka urema wafa'* [1]is a Shona saying that provides a stern warning to those individuals without disability that they may only laugh at individuals with disabilities once they are dead. As long as they are alive, they cannot shun persons with disabilities as they too may become disabled at any stage of their lives. Some take heed of this saying to mean that one should be charitable towards people with disabilities and that these donations serve as a form of income for them. However, youth with intellectual disabilities require access to livelihoods' opportunities so that they can contribute financially to their families, communities, and their country as citizens of Zimbabwe. The saying calls for action from the youths with intellectual disabilities and their families, their surrounding communities, the Zimbabwean government, and its policies to work towards the youths have access to skills development and work opportunities, financial resources as well as social security. Despite the limited resources in Zimbabwe, this Shona saying calls for society to take action to ensure that the youths with intellectual disabilities also get a share of the limited resources regarding work opportunities.

This chapter provides an analysis and synthesis of the key findings and discussions of the study (See Chapters 4-6) through the theoretical lens of the empowerment theory (Cattaneo & Goodman, 2015) and the social model of disability (Oliver, 2013). Cattaneo and Goodman (2015) define the empowerment theory as a process of setting clear goals, carrying out the set goals and having confidence in one's ability to achieve the goals by making use of community

[1] *Seka urema wafa* means you may only laugh at persons with disabilities once you are dead as you may also become disabled at any time whilst you are still living. The saying warns one not to make fun of persons with disabilities or people's misfortunes because they may come upon you too (Takawira, 2014)

resources and acquiring knowledge and skills, then reflecting on the impact of the action taken in relation to goal achievement. This chapter will offer insights into factors that were found to hinder or facilitate the youths' empowerment regarding their livelihoods' development, and it will also deal with the implications of these findings. The youths needed to experience the empowerment process to become empowered regarding their livelihoods' development.

The social model of disability highlights that we are not only disabled by our impairments but also by the social barriers we face in our environment (Oliver, 2013). Social barriers from the environment that hindered youths' livelihoods' development need to be addressed through awareness of these barriers and action taken to redress them. According to the World Health Organization (WHO) International Classification of Functioning (ICF, 2002), environmental factors are physical such as climate, terrain or building design as well as social factors such as attitudes, institutions, and laws and these were examined in this study to explore how they hindered or facilitated the youths' livelihoods' development. The key findings of the study will be outlined. In this chapter, the call for an awareness and willingness to change, unite, and take collective action and responsibility regarding creating livelihoods' opportunities for the youths will also be discussed. This includes the following:

- The youths' lost opportunities to livelihoods development due to the hidden nature of the vocational training centres where the research was conducted, and which hindered the visibility of the youth by potential employers.
- "My abilities are nothing without my opportunities"[2] reveals the youths' capabilities and potential for employability in an environment where they have limited work opportunities.
- 'The one-day wager' where parents expressed their wishes regarding their youths' livelihoods' development with insufficient agency to make their dreams a reality.
    - 'What will become of them?' expressed the parents' fear and anxiety over what would happen to their youth once they have finished school and once the parents have died.

[2] Slogan for Paralympic Games event in Zimbabwe (2019)

- How the parents, skills trainers, sports coaches, and sports managers apportioned blame to each other without taking responsibility for the actions that needed to be taken towards youths' empowerment and livelihoods' development; and
- Indifference to the youths' livelihoods' development from families of the youth, the government, and communities as there were possibly low expectations for the youth to work.

7.2 Key findings of the study

This study revealed that there were potential skills' development opportunities for the youth with intellectual disabilities for employability through their participation in sports. Vocational training and work opportunities remained as lost opportunities to these youths. There were in fact livelihoods' development opportunities for youths in sports, but these remained an untapped resource as the youths were not engaging in sports for livelihoods' development. There was inadequate deliberate intention to ensure that the youths' livelihoods were enhanced through work skills training at sports events. The youth had capabilities which were potential enablers for employment, however, the youths remained hidden to potential employers because of the physical location of the vocational training centres and the policies of protecting the youth from harm from the outside world. There was insufficient planning to integrate the youth into inclusive employment at the vocational training centres.

Financial constraints and inadequate resources also hindered youths' livelihoods development. Moreover, support for the youths' livelihoods development from the government was inadequate.

Youths were experiencing discrimination from their families and communities. Expectations regarding the youths and their livelihoods' development from their families and communities were low. Parents were worried about their youths' future and whether they would be able to acquire work and become financially independent. There was insufficient knowledge amongst parents, skills trainers, and sports coaches on how to empower the youth regarding their livelihoods' development. There was blame shifting and lack of agency amongst the parents, skills trainers, sports coaches, and sports managers. Collective action amongst the adults

involved in shaping the youths' livelihoods' development was lacking, (See Figure 7.1 for a summary of key findings).

Studies that explored the participation of children and youths with intellectual disabilities in sports were limited (Aslan, 2018; McGarty & Melville, 2018). Moreover, studies that explored the development of work skills' development through sports participation for youths with intellectual disabilities are scarce (Lorenzo et al., 2019). Most studies that focused on youths with intellectual disabilities in sports focused on the health and social benefits of sports rather than the work skills' development that could potentially be gained from the youths' participation in sports. The literature review indicated that very few studies linked the participation in sports of youths with intellectual disabilities with livelihoods' development in either the African context or globally. McKenzie, McConkey and Adnams (2013) also commented that there has been little indigenous research in Africa on persons with intellectual disability. National and international studies that investigated career opportunities for youths with intellectual disabilities at sports events and organisations were also scarce.

This study produced new findings regarding the possible skills' development and work opportunities youths with intellectual disabilities could access through sports participation. The key findings will now be discussed.

Figure 7.1. summarizes the key findings of the study. The next section discusses youths' lost opportunities to livelihoods development.

Figure 7.1 Summary of key findings

7.3 Lost opportunities to youths' livelihoods development

The study revealed that although youth with intellectual disabilities had talents and capabilities that were marketable in a work environment, their skills remained hidden to potential employers and the reality was that they were not getting work opportunities through sports participation. Potential opportunities for skills development for work were identified for the youth in sports activities (see Chapter 4) and at sports events; however, these opportunities remained an untapped resource. The youths' engagement in sports was not intentionally designed to train them in work skills or create a pathway into work opportunities. Youths were learning potential work skills through sports participation incidentally.

From my observations, the youths were engaging in sports activities more for the social, recreational and fitness benefits as opposed to developing the youths' work skills. There was limited awareness to potential employers of the acquisition of the skills the youths were learning through their participation in sports.

The youths were getting opportunities to interact with others, including non-disabled youth, that had the effect of promoting social inclusion which is a requisite for the youths to be employed in an open labour market or inclusive employment. Social skills that are relevant in a working environment were also being learnt by the youth through sports participation. Opportunities for socialisation that the youth experienced through sports participation also had the potential of building social capital. Gile de Zuniga, Jung & Valenzuela (2012) define social capital as resources, which in the case of this study would be livelihood development opportunities that one could gain through one's social networks. The youths were interacting with potential employers at sports events who could become useful contacts in securing work through their participation in sports. However, neither the youths nor their skills trainers interacted with the potential employers with the intention of building contacts to access work opportunities. Some of the youths with intellectual disabilities would have opportunities to train in golf at elite golf clubs where captains of industries and potential employers also train; however, they were not interacting with potential employers in such a manner to source work or be trained in work skills at these golf clubs. Consequently, the opportunities for the youth to build social capital remained untapped as they were not taking advantage of these interaction opportunities with potential employers.

7.4 My abilities are nothing without my opportunities[3]

The campaign slogan for a sports event for youth with intellectual disabilities was 'My abilities are nothing without my opportunities.' The irony of this slogan was that the youths with intellectual disabilities were excluded from all economic and work skills training at the sports event. Corporates hired non-disabled youth to advertise and to sell products at the event and they excluded the youths with intellectual and other types of disabilities. The corporates made donations towards the sports event so that the youth with intellectual disabilities could engage in sport. Hence the youth with intellectual disabilities were left out of the work opportunities and work skills training that could have potentially empowered them to be economically active. Nota et al. (2014) from Italy conducted a study on employer attitudes towards the inclusion of people with disabilities in work. They found that there were few employers who were willing to hire individuals with intellectual disabilities and people with disabilities often faced stigma, avoidance by potential employers and prejudice. Individuals with intellectual disabilities were viewed as less desirable employees than individuals without a disability.

Oliver (2013) from the UK criticizes the social model of disability for not having made a dent in employment regarding known barriers in the employment context and negative employer attitudes. Ellenkamp et al. (2016) conducted a literature review and found that the number of people with intellectual disabilities in paid employment remained very low worldwide. Although the youths were being given opportunities to engage in sports socially, there were still barriers at sports events excluding their participation in economic activities. Galagher et al. (2014) from the USA also comments that the social model of disability views barriers originating from segregating people with disabilities as fueling conditions of unemployment, poverty, and dependency among people with disabilities. The employers were disempowering the youths by just donating towards the youths' participation in sports activities for recreation and not giving them opportunities for livelihoods' development.

[3] Slogan for Paralympic games event in Zimbabwe (2019)

The youth demonstrated that they had many capabilities which would be considered as assets in a work environment. They showed mastery in the skills that they were being taught at the vocational training centres (see Figure 7.1. for the youths' capabilities) with some youths being promoted to project participants which was a form of employment for them. They would assist the skills trainers in training other youth with intellectual disabilities in work skills. Some of the youths were product centred and they were able to make coffins and cup holders in carpentry under supervision, perform laundry duties and cook. They could perform physical types of work proficiently, yet their skills were well hidden from potential employers because the vocational training centres were in remote areas out of sight of society and potential employers. There was also an element of the vocational training centres wanting to protect the youth from harm from the outside world. The youths' capabilities remained hidden because no one noticed them as they were viewed by society as non-productive. In Chapter 5 of findings, one of

the parents explain how other family members of a youth with intellectual disabilities had little involvement with his livelihoods' development because they did not believe that he could be productive or amount to anything.

On the sports field, the youth demonstrated an ability to be proficient in the sports they were being trained in with some youths being chosen to represent Zimbabwe at the Special Olympics and winning gold medals. The youths would also play with non-disabled youths at Unified Games and some youths would play at the same level as the non-disabled youth. This indicates that some of the youths could also transfer some of the work learnt through sports participation to conduct work duties proficiently, yet they were not being given the opportunity. There was a need to shift power to the youths with intellectual disabilities and their parents so that they could gain more control of their lives around livelihoods' development. Kao et al (2016) from Taiwan describe empowerment for the sustainable development of powerless people, who in this study were the youths and their parents, as a process that assists them in self-strengthening, enabling them to have more dominant participation, control, and influence over their own affairs. Kao et al. (2016) help me to make sense of this study to understand that the youth and their parents really needed to be made aware that they were being submissive and lacking in agency regarding the youths' livelihoods' development and they needed to be self-strengthened and have more control.

In Chapter four and part one of the findings, one youth who participated in the study was described to be contributing financially by doing gardening work in his community. This youth would also recruit and train other non-disabled youth in his community to assist him in doing gardening work. Other youths were able to stand up for the rights of their parents in their family and to counsel them when they were feeling low as they were also facing oppression and discrimination as well as feelings of being overwhelmed. This attribute of taking back the power and standing up for themselves and their parents was an attribute that needed to be strengthened among youths with intellectual disabilities to enhance their livelihoods development.

There were youths who attained high-ranking positions in big organisations such as the Special Olympics, yet they could not acquire work (see Chapter four). There were also youths who were winning gold medals at sports events; however, because of lack of finances, they had to drop out of school which meant the end of their participation in sports. It seemed that despite the youths' achievements in sports and other work skills, they were leaving school to stay at home. Dart, Didimilang and Pilime (2002) also found that the minority of youth with intellectual disabilities who go to school end up graduating to stay at home at the end of their academic career. It is necessary for policy makers and societies to have designated pathways that are realistic for youth with intellectual disabilities to transition into work opportunities and to offer them grants for livelihoods development. In 2010 the USA initiated grants for youth with intellectual disabilities to fund post-secondary transition programmes for the youth into inclusive employment (Folk, Yamaoto & Stodden, 2012). Although the USA is a first-world country with more resources than Zimbabwe, it is necessary for the Zimbabwean government to provide grants for youths with intellectual disabilities to transition from school to work.

This study also revealed that there were gender disparities at the vocational training schools with vocational training centre A having significantly higher numbers of males than female students. The reason for the gender disparity was that the school was in a remote location and the parents feared for the female females' safety to go to the school independently. Wyndow and Li (2013) from Australia and Germany respectively wrote about female empowerment and they viewed education for both girls and boys as a basic human right. Nevertheless, the female youths with intellectual disabilities in this study were being excluded from livelihoods' development because their safety could not be guaranteed as they travelled to the school.

It can be argued that youths with intellectual disabilities also have their limitations that may pose as barriers to accessing some form of employment. The youths' limitations to employment or work skills development that were identified in the study included difficulty with cognitive functions such as concentration or memory. Some youths would be too dependent on their caregivers to make decisions for them. This could be a possible limitation in a work environment where employers may expect their employees to work more independently. One of the parents complained of feeling burnt out because of her nephew's being too dependent on her. Other youths had secondary problems such as epilepsy, physical disability, and heart conditions, which made it unsafe or difficult for them to perform certain work tasks. One of the youths in the study had managed to secure work in a factory as a floor worker; however, he lost his job as he had epilepsy and the epilepsy made it unsafe for him to operate machinery.

Functional tasks that youth may struggle to perform were identified, which in some cases were basic skills such as tying of shoelaces and packing bin liners at the vocational training centres. One sports manager realised through working with youths with intellectual disabilities in golf that some of the youths learn better through physical touch or through demonstrations as opposed to just verbal instruction. Some youths required one to repeat the information they were being taught several times before they could memorise; it hence the youths' learning styles and capacity to grasp information were different from those of the non-disabled youth. In a work environment, employers may find it cumbersome and time-consuming to have to repeat work instructions until someone grasps it. However, reasonable accommodations could be put in place where the youths with intellectual disabilities have a job coach such as an occupational therapist or supervisor who is trained on how to teach the youths work skills effectively. Occupational therapists needed to conduct 'trainer of trainer' workshops where they train skills trainers, sports coaches and parents who are willing on how to be effective job coaches to the youth with intellectual disabilities. Nondisabled youth could be trained as well as job coaches. The need for job coaches for youths with intellectual disabilities was highlighted by one of the sports managers in the study who suggested that if he was to employ a youth with intellectual disability or engage the youth in a work attachment, he would request that a skills trainer come with him to coach the youth on the work skills as the skills trainer may be more knowledgeable on how to teach the youth effectively. It seems that although the youths have limitations, reasonable accommodations could be put in place to enable them to participate in work. This requires the

collective action of the adults such as the community members, policy makers, parents, skills trainers, sports coaches, and sports managers to take action to enable youths to participate in livelihood activities at sports events and organisations. There needs to be deliberate policies, plans and pathways to ensure that youths with intellectual disabilities are assessed and matched to suitable jobs in which they are interested, can participate in work attachments, and are provided with work opportunities where they have reasonable accommodation if necessary.

In Zimbabwe, environmental factors seem to play an important role in predicting work outcomes for youth with intellectual disabilities. The vocational training centres were not doing enough to market their youths' skills or to bring awareness of their capabilities to their neighboring communities' attention because there was a lack of knowledge on how to go about it. The vocational training centres felt a need to protect the youths from the neighbouring community because the youths were viewed as vulnerable and there were limited resources for advertising materials to bring awareness to what the youths were being taught. It is necessary to raise the awareness of the skills trainers and the administrators of the vocational training centres that whilst it is important to protect the youths from harm, it is necessary to approach businesses to make them aware of the youths and their need for livelihoods' development. There is also a need to form partnerships with businesses so that the youths could go on work attachments and gain work experience. The administration of the vocational training centres, the skills trainers, sports coaches as well as parents need to approach and engage potential employers and businesses to form these partnerships. The youth could still be protected from harm by having job coaches who could be the skills trainers, occupational therapists, social workers, parents and non-disabled youths to partner and work with the youth whilst on work attachments. The youths with intellectual disabilities already work with non-disabled youths in unified sports and these non-disabled youths could be potential job coaches if they were trained and willing. The companies to which the youth would be attached would have to sign a child protection policy form, which the vocational training centres already have, whereby the companies would agree not to abuse or harm the youths.

At the time of the study, Zimbabwe was experiencing a harsh economic climate (Please see discussion of Chapter 6). There had always been few companies that assisted youths with intellectual disabilities at the vocational training centres; however, the limited resources and financial constraints the country was facing meant that even fewer companies than in the past

were willing to assist the youths with livelihood development opportunities because the companies themselves were also experiencing through financial constraints *(Julian sports coach, 28/ 05/ 2019)*.

In the past, the vocational skills would get more contracts for sheltered employment yet during the study the opportunities for this type of work had been greatly reduced owing to the economic hardships the companies were facing where their production of goods and available resources had been reduced *(Julian sports coach, 28/ 05/ 2019)*. Opportunities for inclusive employment were always limited for youths with intellectual disabilities. Chia and Kee (2013) from Singapore define inclusive employment as an employment setting which embraces diversity and inclusion whether one has a disability or not. The skills trainers were also limited regarding what they were able to teach the youth. The youths' participation in sports and therefore their skills training was affected as they could not attend some sports events owing to limited resources. At the vocational training schools there were also limited resources in terms of sports equipment and infrastructure, which also affected the youths' skills training negatively.

This study further revealed that there was a lack of knowledge from the parents on how to train their youths on livelihoods' development and on how to become economically active. It was thus necessary for the youths and their families to attain economic empowerment. Postmus, Plummer, MacMahon and Zurlo (2012) from the US define economic empowerment as an individual or group gaining knowledge, skills, self-efficacy, and confidence as well as self-sufficiency in terms of their financial well-being. The youths and their families required training in financial literacy, including ways to make money by the youths either seeking employment or becoming self-employed. The youths and their families also required training on ways to budget, save and invest money so that they could become economically empowered.

The next section discusses the youths' parents' yearnings for the youths to find work skills training and work opportunities.

7.5 The 'one day wager' and lack of agency

The title 'One day wager' describes how parents wished that one day, somewhere, somehow, their children would find work skills and work opportunities in sports and in other areas of work. Although the parents were able to articulate sports-related work which they believed their

children were capable of, they could not explain how their children would be able to attain the type of work they described. Therefore, the parents' aspirations for their children to perform work that was sports related remained wishful thinking. The parents were hoping that someone else would action change and ensure that their youth acquire work opportunities in sports. Their wishful thinking was really a gamble as it meant that the parents were leaving the youths' livelihoods development to chance.

Hirano, Rowe, Lindstrom and Chan (2018) from the USA view family involvement as essential to the post-school success of young adults with disabilities yet in this study; the parents did not seem to have a sense of agency. Parents need to be made aware of the crucial role they play to enhance their youths' livelihoods development. Moreover, they need to be equipped regarding the skills required to train the youths and to generate work opportunities for the youth.

Potential work opportunities identified in the study remained a fantasy for the youth and their families as the youth and their parents had limited to no exposure to success stories as regards the youths with intellectual disabilities accessing such work opportunities through sports participation. Although the parents could articulate the youths' attributes which potentially made them employable, the parents felt a sense of hopelessness and despair. The parents did not know how to assist their children to enhance their livelihoods' development and the parents felt disempowered. yet Max-Neef et al. (1992) recognised these yearnings and unmet needs the parents had for their children as potential motivators for action and positive change. The parents need to raise their critical consciousness, that is, the parents need to be aware of their current situation, their desires for their children regarding livelihoods' development as unmet needs and what could and could not be done to improve their youths' situation. The parents and the youths need to be at the focus of the action of ensuring that the youths' livelihoods' development was enhanced, and the youth empowered. The parents, together with their children, need to come up with solutions and build resilience, even though the environment has situations which are not ideal and that are presenting as barriers towards the youths' livelihoods' development.

The next section examines the parents' fear and worry over what would become of their children after they have finished school.

7.6 What will become of them?

There was a shared anxiety amongst the parents who participated in the study about what would happen to their children once they have finished school as jobs were scarce. The parents also expressed concern over what would happen to their youth when they, the parents, die. It was apparent that there were social and cultural as well as economic and political factors that were contributing to the parents of the youths' feelings of anxiety over their youth with intellectual disabilities' future (see Figure 7.2). Socially, the youths were facing discrimination from their families and peers in their communities. There were also contradictory cultural beliefs, with some of the cultural beliefs hindering the youths' acceptance in their communities and families as well as hampering their livelihoods' development. Whilst some African proverbs and aspects of culture discouraged the segregation of persons with disabilities, other African cultural beliefs suggested that parents of youths with intellectual disabilities were being punished for an undisclosed sin or they were using witchcraft to attain riches.

Figure 7.2. illustrates the fears that the parents had regarding their youth, which were being caused by social, cultural, political economic matters.

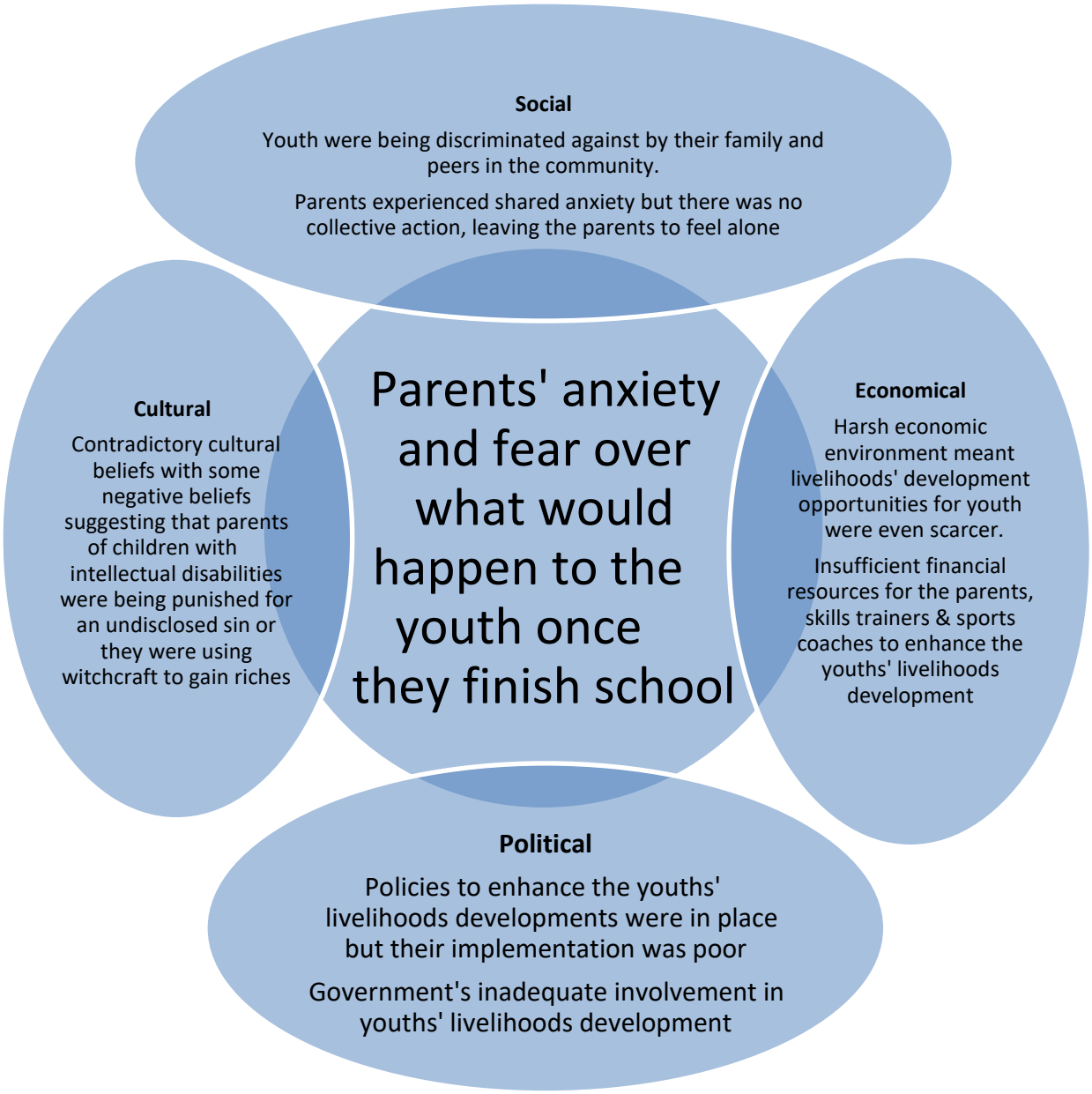


Figure 7.2 Factors contributing to the parents' fear and anxiety

The parents were worried that although their children had reached young adulthood, they were not able to fend for themselves. They worried whether their children would be able to access work opportunities and become independent. Brodsky and Cattaneo (2013) conducted a study of the conceptual model of empowerment and resilience and they identified that it is necessary to reframe negative perceptions into more positive perceptions and into motivators. In this study,

the parents of youth with intellectual disabilities simply needed to say, “We are not going to take it lying down” and act towards their youths’ empowerment despite all the limitations they were facing in their environment. The parents and their children needed to find their political voice and approach the government, vocational training institutions, sports managers, and other potential employers as well as communities to advocate for resources, training, and work opportunities.

Culturally, in the Shona culture to which the participants in the study belong, the siblings of the parents are supposed to take care of the children of the deceased parent as their own. The siblings of the parents are regarded as parents in the Shona culture even when the parents of the children are still alive and in the Shona culture it is normal to call one’s aunts and uncles ‘Mom’ and ‘Dad’. This example of taking care of children of a sibling was illustrated by John who was being taken care of by his aunt in loco parentis as his parents had relocated to Mozambique. However, in the study, there was also a deep sadness and anxiety amongst the parents of youths with intellectual disabilities as the very siblings who were supposed to look after their brothers and sisters once their parents had passed on were shunning and discriminating against them. One of the parents recalled an incident where her son had gone to visit her aunt and his uncle locked him outside and refused him entry into their house. The parent mentioned that youth with intellectual disabilities are often viewed in society through a lens of mistrust. It was necessary to revisit and promote the Shona cultural beliefs where a sibling’s child is seen as one’s own and where people with disabilities are not shunned. It was also necessary to make the youths who were hidden more visible to their families and to the community at large to reduce negative stereotyping. There was also a need to family members on the condition of intellectual disability to demystify the condition so that the youths are not segregated by their family members based on fear of the unknown or are wrongly stereotyped.

I can testify that the culture of parents’ siblings taking care of the orphans who are left behind by deceased parents assisted me. I lost both my parents as a youth between the ages of fifteen years and sixteen years. My aunts and uncles took over the burden of looking after me and they assisted me to finish high school and university. My aunts and uncles contributed towards my empowerment, better prospects for employment and they lessened the burden of being an orphan. However, the youths with intellectual disabilities were being shunned by their parents’

siblings whilst the parents were still alive, which had the effect of creating heightened anxiety amongst the parents of what would happen to their children once they were gone.

The negative attitudes towards and discrimination of the youth they were experiencing from their own families were impacting negatively on their work skills' development and their ability to become empowered. Van Heuman and Schipper (2016) from the Netherlands found that social supports for youths with intellectual disabilities and their parents assisted them in reducing stress as well as anxiety and enhanced their resilience and facilitated the youths with intellectual disabilities' transition into work.

Socially, the youth were discriminated against and segregated, even amongst their peers. The youths with intellectual disabilities would be left out of social events in their communities. As mentioned earlier, the discrimination and segregation date back to the colonial era when the youths with intellectual disabilities would learn/educated? in hidden environments, away from society. The youth were also separated according to their race with the white people receiving more resources at their vocational training schools than the schools for the black youths. These disparities are still evident now in the case of the two vocational schools: vocational training school B which was meant for the whites has more resources and more opportunities for work skills' training than vocational training school A, which was designated for the blacks during the colonial era.

There was also a high unemployment rate amongst the youths in Zimbabwe in general because of the harsh economic environment. The economic situation was leading parents of youth to lose hope for their children's future regarding work skills' development or work opportunities. As discussed earlier, there has been significant corruption amongst political leaders and captains of industry. The economic hardships are resulting in political unrest and people are having mass protests. The situation in Zimbabwe seems dire for the parents of the youths with intellectual disabilities and for most Zimbabwean people.

Feelings of hopelessness and having no solutions to the anxiety the parents were experiencing about their children's future are described in the empowerment theory as an indirect block. An indirect block is a barrier that is created by people who are being marginalised or oppressed through their negative self-images (Watts & Hipolito-Delgado, 2015). In this study, the parents

expressed feelings of helplessness and despair, which had the effect of limiting their action towards seeking or creating skills' development for work opportunities for their children. Most parents admitted that they were surprised at the achievements of their youth in sports as they did not really expect much achievement from these children.

It is important to mention that the condition of intellectual disabilities and the youth being placed in a special school was stigmatizing. From my own personal experience, I grew up with the names of the special schools for youth with intellectual disabilities and their organisations being used in a derogatory manner to label or shout at people who were not so good at school or who were doing things that seemed unintelligent or stupid. The parents must have felt this stigma and hopelessness from the time that their children were placed in these schools which could have left them with a shared inferiority complex. Their children's achievements in sports were slowly changing their perceptions that their children were incapable of doing anything. I observed this shift as some of the parents became more interested and engaged in the skills' development of their youth after they were selected for the Special Olympics in Abu Dhabi, and they won medals.

Furthermore, although most parents were feeling anxious about their children's future and their feelings were in fact shared experiences, I did not observe any collective action that the parents undertook to address and change their situation. Each parent was experiencing feelings of despair on their own. Watts and Hippolitto-Delgado (2015) from the USA are of the opinion that marginalised or oppressed parents who share experiences should come together and collectively engage their school officials as a group and approach and engage multiple community organisations to address their issues of marginalisation. The parents were also trying to advocate for their children's rights and access to skills development as well as teaching their children work skills; however, their efforts were individualistic and not collective, to the detriment of their youth. Parents would have gained better mileage by fighting for their children's rights and access to skills' development if they had been working together. Figure 7.3. illustrates the parents' lack of collective action towards their youths' livelihoods development.

Figure 7.3 Parents' lack of collective action towards their youths' livelihoods development

The individualistic nature of how the parents approached their fear for their children's future raises the of question of what this individualism is about. African people naturally believe in *ubuntu*[4] which refers to working together collectively as one body. My assumption is that perhaps I would have found different results if I had conducted this study in a rural setting where people tend to work together more collectively. Perhaps living in a metropolitan area promoted a more individualistic nature where people deal with their problems and come up with their solutions on their own. I also identified that although all my research participants were from the same race and they were all of black African origin, the families represented in the study were from different economic and social classes with some parents being able to afford to buy their children cars as a reward for winning a gold medal and some parents even sponsoring extra sports coaching lessons for their children whilst others could not even afford anti-epileptic medication to control epileptic seizures for their children. The disparities in intersectionality's of class difference could have resulted in the parents of the youths not working together regarding the empowerment of their

[4] Ubuntu refers to being human or treating others as human beings. Ubuntu philosophy means that if someone is in trouble, then the response is that we are all collectively responsible (Mucina, 2013)

children in accessing adequate skills' development and work opportunities. There was also blame shifting amongst parents because of these economic and class differences. This shifting of blame will be discussed next.

7.7 They must do something

This study revealed that there was a blame game amongst the parents, sports managers, skills trainers, and sports coaches as to who should do more regarding shaping the work skills' development of youth with intellectual disabilities. One of the sport managers believed that it was up to the skills trainers to group the youth according to their abilities and to inform potential employers of the youths' capabilities and need for work. The sports manager firmly believed that it was the skills trainers' obligation to ensure that the youths with intellectual disabilities were integrated into society and the skills trainers were not doing this. The sports manager believed instead that the skills trainers were keeping these youths with hidden away from society. It was necessary for the parents, skills trainers, sports coaches, and sports managers who in this study represented the employers to look within themselves and take responsibility for what they could do to enhance the livelihood development of the youths. As mentioned earlier, the parents of the youth needed to be at the centre of this to ensure that there is positive change towards their youths' work opportunities.

The sports manager also suggested that the skills trainers and sports coaches of youth with intellectual disabilities should plan for work attachments for the youths with potential employers. He advised the skills trainers and sports coaches to engage the youths in acts of volunteerism to potential employers to showcase the youth's capabilities and to take an active role in approaching potential employers to look for work opportunities for youths with intellectual disabilities. The sports manager also blamed the government for not doing

enough regarding the work skills' development of these youths and for not creating clear pathways for them to access work opportunities. The government had policies that spoke on equal opportunities to livelihoods' development of persons with disabilities, but the implementation of these policies was weak (see Chapter 6).

One parent also mentioned that she felt the skills trainers could do more to shape the youths' skills' development. She wished the skills trainers could teach the youth with intellectual

disabilities to drive. This parent also believed that the skills trainers should do more comprehensive functional capacity assessments on the youth so that they can better advise the parents on which career paths their children should take. She even went on to say that she wished that occupational therapists would be more involved in the assessment and skills' training of the youth yet at the time of the study, occupational therapists were not employed by the Ministry of Education or Ministry of Higher and Tertiary Education in Zimbabwe. The occupational therapists were mostly employed under the Ministry of Health and Child Care in government structures. Lorenzo et al. (2019) concluded that occupational therapists are essential in capacity building of work skills' development of youths with disabilities and in assisting their families to prepare their children for transition to work.

In contrast, one of the sports coaches blamed the employers for not giving the youths work opportunities and for labelling them. The coach also blamed the youths' parents for discriminating against their own children about work opportunities as some of the parents had businesses, but they were not willing to employ their children with intellectual disabilities.

There was also a blame game among the parents of youths with intellectual disabilities themselves as one of the parents complained that some parents would take donations meant for the youths for themselves and the youths were not benefitting from these donations. The parent also lamented that some parents showed little involvement in or support of their children's participation in sports and their skills development. Most parents admitted that their support of their children's sports participation had been limited. Other parents admitted that they had not really been working with the skills trainers regarding their children's development. Most of the parents did generally not attend school meetings or sports events because of limited financial resources or because they did not believe their children could be productive, even in terms of participating in sports. The limited involvement of the parents towards their children's skills' development seemed to be hindering the youths' progress as the literature sees parents as catalysts of efforts to get youths with intellectual disabilities into employment. The role of the family is viewed as important in assisting the youth with transitioning from school to work, shaping the youths' aspirations, offering career guidance, and assisting the youth to find work as well as offering the youth moral support (McGarty & Melville, 2018).

The parents also admitted that they had limited knowledge in training their children in work skills. The parents' limited skills could explain why they were not active regarding the skills development of their children. Bartnikowska et al. (2017) from Poland also found that the parents of the youths with intellectual disabilities' lack of knowledge about work skills options and work opportunities, the poor cooperation among parents and the parents' low expectations of the future of their youth with intellectual disabilities were barriers for the youths' transition into work.

The fathers were blamed the most for showing limited support to their youth regarding sports participation and work skills' development. I also observed this trend that although few parents attended sports events, fathers were even scarcer at the sports events of their children with intellectual disabilities. Lorenzo et al. (2019) also found in their study that there was limited involvement of the fathers of youths with disabilities in their participation in recreational activities and work skills' development.

It appeared that no one was taking responsibility or leadership regarding empowering the youths to develop work skills and enhance their work opportunities. The parents of the youth needed to take the initiative alongside their children with intellectual disabilities in shaping their work skills' development. The parents needed to work more collectively and get over their collective feelings of inferiority and hopelessness. The parents needed to work more closely with the skills trainers and the sports coaches to empower their children. Occupational therapists needed to play a more significant part in the team to shape the youths' work skills' development and support the parents of the youths in shaping their children's work skills and work options. Furthermore, the government of Zimbabwe needed to be more involved in the work skills' development of the youth See Figure 7.4 with regard to the action in terms of the youths' livelihoods development.

7.8 Indifference towards the youths' livelihoods development

Negative attitudes from families, surrounding communities and discrimination towards the youth regarding work skills' development and work opportunities were hindering the youth from acquiring work. The governments' weak policies regarding employing youth with intellectual disabilities was also a barrier with regards to the youths' livelihoods' development. Communities were not offering these youths employment although one could argue that the surrounding communities had little to no knowledge of these youths' existence as they were well hidden. As

mentioned earlier, the potential employers needed to be made more aware of the youth, their capabilities, and their need for livelihood development. Advocacy was necessary for the youths' livelihood development, with the parents of the youth taking the initiative and being the main driving force of the advocacy.

Although Zimbabwe is a signatory to the UNCRPD, the implementation process has been vague. Even the vocational training schools where I conducted the study were non-governmental. The Zimbabwean government has not championed the skills' development of youth with intellectual disabilities. They were also not supporting the non-governmental schools who were training in work skills adequately, possibly because there where limited resources due to the economic hardships Zimbabwe was facing as well as the negative attitudes and low expectations of youths with intellectual disabilities. Traina (2013) also conducted a study on the empowerment of youths with intellectual disabilities and she highlighted those perceptions of low expectations regarding the youths hinder their opportunities for livelihood development. Youth with intellectual disabilities are included in most policy documents in Zimbabwe such as the Disabled Persons Act (1992), the Zimbabwean Constitution (2013), the Zimbabwe Youth Policy (2000) and the Sports and Recreation Commission Act (1991) which mention provision of equal opportunities for youth with intellectual disabilities regarding sports and work. However, the policies do not provide clear guidelines on implementation so that the youth effectively access employment opportunities. The policies are also not enforceable, and it seems that there are no consequences if the employers in Zimbabwe do not employ youth with intellectual disabilities. Opoku (2017) lamented that in many poor African countries where there are policies for people with disabilities regarding skills development and work opportunities, they are poorly enforced, or they are not enforced at all, rendering the policies worthless. It is necessary for the government to be made aware that there needs to be more coordination and planning towards the transition of youth with intellectual disabilities from school to work and this planning must be mandatory.

The Zimbabwean Constitution (2013) stated that government and all other institutions should provide skills development, work opportunities and reasonable accommodation to youths with intellectual disabilities according to the resources available; however, the measure of having adequate resources available may vary subjectively from one employer to another. Turner and Maschi (2015) comment that it is not easy to regulate a community's will to want to empower marginalised and vulnerable people in that community. This resistance makes the empowerment

theory that was used in this study ineffective as the policies in Zimbabwe are poorly enforced, thus making it difficult to provide a clear pathway to empower the youths regarding work opportunities. At the time of the study, the country was going through economic hardships and limitations in resources that, according to the Zimbabwean Constitution, the employers would be justified being not able to accommodate youths with intellectual disabilities in employment. The empowerment theory was designed in western countries where there are better resources and where self-determination plays an important role being successful. However, in Zimbabwe, the harsh economic environment was hindering the youths from accessing skills' development and work opportunities. However, Cattaneo and Goodman (2015) commented that empowerment is specific to the context in which it is being applied and it must be adapted to fit specific populations and settings. A globalised solution for empowerment is not advisable.

From my findings, there was no real effort from the families, communities, vocational training schools, the government, or its policies to ensure that youths with intellectual disabilities would end up in meaningful employment. The major reason for this was a lack of awareness of the youths' capabilities and the fact that they were employable. To generate effort towards the livelihood development of the youth, there needs to be a critical consciousness, which is a crucial step towards empowerment. Critical consciousness involves having an unbiased awareness of one's situation which is disempowering and being aware of the changes that need to be made to alter the situation which is disempowering (Cattaneo & Brodsky, 2013). Critical consciousness leads to resilience, that is, successful adaptation to the youths' situation despite adversity (Cataneo & Brodsky, 2013).

The efforts towards youths with intellectual disabilities seemed more of a charitable model than an empowerment theory where things would just be donated to them despite the youths' having capabilities that are useful in a work environment. Attitudes need to change through advocacy and awareness by the parents and the youths with intellectual disabilities as the main driving forces so that these youths are perceived as productive human beings to ensure that their capabilities result in real work opportunities.

The next section examines actions towards empowering the youth regarding livelihoods' development that were being taken.

7.9 Implications of the study

The findings of the study indicated that there was a need for youths with intellectual disabilities and their parents' empowerment through training, support and awareness raising. The parents need to change their unmet needs of worrying about their youths' limited opportunities for livelihoods' development into motivators to enact positive change for the youths. The parents needed to organise and plan and be at the forefront of creating work skills' development and work opportunities for their children. The parents needed to be creative and think of ways to create work opportunities for them. Parents also need to play a more active role in what is taught to their children and actively source resources so that their children can receive adequate skills training. Parents needed to open their businesses as possible work attachment sites for youths with intellectual disabilities and employ these youths. The parents needed to work together regarding their children's livelihoods development. There was a need for collaborative action for all adults involved in the livelihoods development of the youths. However, the parents needed support from the skills trainers, sports coaches, sports managers, other potential employers, the government, family, and their communities in order to perform this collective action in an environment where disablist attitudes and stigma are removed.

Parent support groups would create opportunities for the parents to share ideas, mobilise themselves and work towards their youths' empowerment regarding livelihoods development. It is necessary to have fathers' support groups to encourage more fathers to be involved in their youths' livelihoods' development. Sports events that are organised and planned so that both the youths and their parents play sport together could result in more parental involvement regarding the youths' livelihoods' development. In addition, parents need to motivate the youths and build their self-esteem through support and encouragement so that the youths can withstand the discrimination they face in their communities and be able to fight for a space in their communities and in inclusive employment.

The study revealed that sports managers and coaches probably do not intentionally train work skills as they may feel it is not their mandate. A protocol in training these work skills is necessary at the vocational training centres. Skills trainers and sports coaches need to have a well-organised plan of how the youth are going to transition to work. The skills trainers and sports coaches need to collaborate with the parents and keep them abreast of the progress of their children regarding livelihoods' development. Sports coaches and

skills trainers require training on how to use the sports participation of the youths as a medium for livelihoods' development. The skills trainers need to produce progress reports for the youths so that the parents are well informed on their youths' progress.

Furthermore, the administrators of the school need to consider hiring professionals such as occupational therapists and psychologists to do a more comprehensive functional capacity evaluation on the youths so that they are placed in suitable work or trained in appropriate work skills according to their interests and abilities. Skills trainers need to teach the youth skills that are marketable on the open market. The youths need to have work attachments organised for them in companies to enhance their work habits and work experience, to build useful contacts with potential employers and to prepare them to work in inclusive employment. The skills trainers and sports coaches need to build partnerships with businesses where they can attach their youths for work attachments. The parents could also become involved in placing their children in work attachments by linking the vocational training centres with useful business contacts where the youth could perform their attachments. Companies working with the youths can be required to sign ta child protection policy to protect the youths from harm.

Sports coaches and sports managers should explore linking sports participation of youth with intellectual disabilities with developing their work skills by facilitating the youths' involvement in economic activities at sports organisations and events such as selling tickets, preparing the sports venue for sports events and marketing products and services. The youths' participation in sports needs to be more organised in a way by means of which they could benefit from the skills they are gaining through sports participation to access work opportunities. The youths with intellectual disabilities could use these work skills alongside non-disabled youths so that they learn from each other, learn to work together, and learn to tolerate each other from a young age. Skills trainers could also be involved in teaching the work skills at sports events. Further studies which could be the implementation studies of sports programmes designed to teach work skills at sports events are necessary. Such studies would be useful to design effective programmes for youths with intellectual disabilities to learn work skills at sports events.

The vocational training school can devise ways to partner with the media to advocate for the skills development of their youth and market the youths' capabilities more widely and pro-actively. In

addition, the media needs to showcase the capabilities of these youths more. The schools for the youth need to ensure that the youth are more visible in their communities.

In a harsh economic environment such as that of Zimbabwe, parents could start crowd funding where the parents put their money together to source resources in terms of materials and training for the livelihoods' development of their children. The parents, skills trainers, sports coaches, and sports managers could also fundraise for the youths' livelihoods development at sports events.

Sports managers need to do more than just provide free coaching and a venue for the youths for their sports participation. The sports managers need to create livelihoods' development opportunities by offering the youth work attachments and work opportunities at their sports organisations. Sports managers could also link the youth to other potential employers, especially an elite sport such as golf which other captains of industries and potential employers play.

Attitudes need to shift to become more positive in the areas of the families of the youth, as well as services, systems and policies that were meant for youths with intellectual disabilities. The government needs to be more involved in the livelihoods development of youth with intellectual disabilities. The policies aimed to promote the youths' livelihood development needed to provide a clear pathway from skills development to transition into decent sustainable employment for the youths. The government also needs to offer grants for the livelihoods' development of the youth, which could either go towards work skills training or buying resources for the self-employment of business project. Youth who would have made it to represent the country at events such as the Special Olympics should be given scholarships by the government for their skills training, and work opportunities should be facilitated for them. Furthermore, the government needs to provide clear incentives for potential employers to hire youth with intellectual disabilities such as the White Paper for Social Welfare in South Africa (1997), which aims to promote equity and the inclusion of people with disabilities by offering incentives to organisations if they employ people with disabilities. The government also needed to provide safe transport so that female with disabilities can attend the vocational training centres and lear work skills. The government, skills trainers, sports coaches and administration of the vocational training schools could also encourage a greater number of female youth with intellectual disabilities to attend the vocational training centres by having a quota of the places at the vocational training centres reserved for

female youths, having awareness campaigns that encourage the enrollment of female youth to be trained at the vocational training centres and to have favourable courses for the female youths that female youths would probably be interested in and the selection of these courses would be introduced in consultation with the female youths of what work skills they would be interested in learning. The female youth can also be encouraged to participate in work skills that are predominantly viewed as work for men by removing discriminatory attitudes and including them in the training.

Figure 7.4. shows a summary of actions that need to be taken according to the findings of the study. Parents of youth with intellectual disabilities need better communication and support from skills trainers and sports coaches regarding the livelihoods' development of their youth. The parents and their youth need social inclusion in their families and communities. Disablist attitudes and stigma against youth with intellectual disabilities needed to be transformed. The parents and their children need support to take collective action to enhance their youths' livelihoods development.

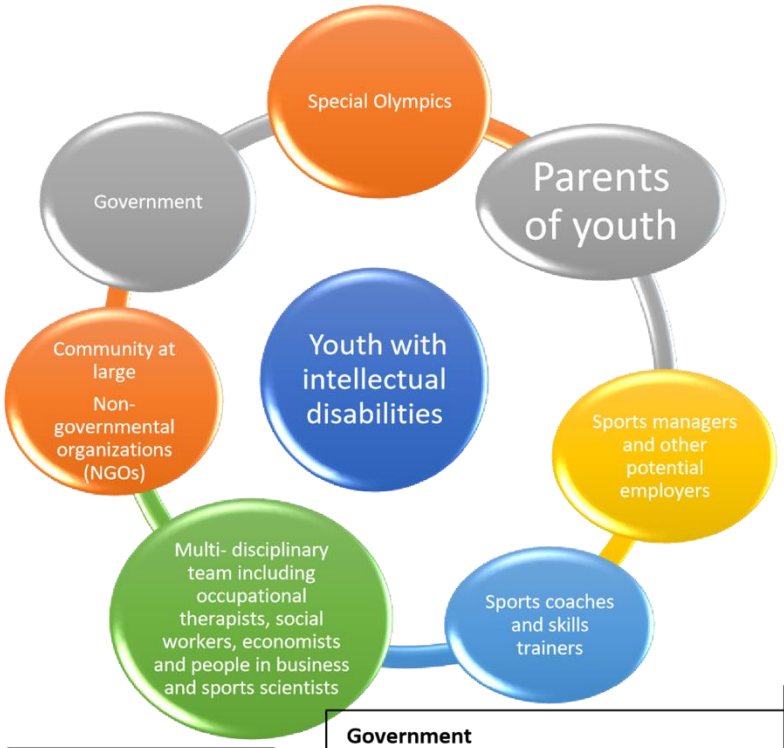
Parents and the youth

- Spearheadings change
- Changing their negative perceptions into motivators for change
- Working collectively towards youths' empowerment
- Taking responsibility and action, advocating for skills development for the youth to potential employers, communities and vocational training centres.
- Advocating for the youth to partake in economic activities at sports events
- Finding their political voice and lobbying for resources and favourable policies and their implementation from government
- Crowd funding amongst parents to start work projects for their youth
- Acquiring skills to train their youth vocational skills and getting financial literacy training
- Involving their youth in their own businesses
- Working closely with skills trainers and sports coaches

To enhance the youths' livelihoods development

Sports managers and other employers

- Need to be made aware of the youths' need for livelihoods development
- Need to offer work attachments, jobs and



Special Olympics

- To include livelihoods development in the youths participation in sports; To engage the youth in economic activities at sports events.
- Non-disabled youth who are the youths' partners in unified

Community and NGOs

- Community members to view the youth as part of them and not segregate them
- Community members and NGOs to provide resources for youths' livelihoods development projects

Sports coaches and skills trainers

- Including work attachments in curriculum change for the youth
- Becoming job coaches for the youth in work settings
- Advocating for the youth to partake in economic activities at sports events
- Marketing of the youths' capabilities to potential

Government

- To gain insight into the type of work youth can engage in and support the training and acquiring of work
- To provide financial resources for the training of the youth and for work projects
- To recognise and reward and support athletes with intellectual disabilities who do well in sports
- To give youth and their parents power by listening and attending to their needs regarding livelihoods development for the youth
- To have policies that provide for clear pathways/transitions into employment for the youth
- To plan and coordinate employment creation for the youth
- To offer incentives to companies willing to employ or give work attachments to the youth and to subsidise any reasonable accommodations

Multi- disciplinary team

- Occupational therapists to work closely with parents, skills trainers and sports coaches to enhance the livelihoods development of the youth
- Other members of the multi-disciplinary team to assist with the vocational training of the youth

Figure 7.4 Summary of actions required to facilitate youth with intellectual disabilities' livelihoods development

7.10 Positionality and my new way of thinking

Conducting this study made me realise that youths with intellectual disabilities can articulate their needs and aspirations although they are from a vulnerable group. Conducting interviews with these youths and hearing their voices provided new knowledge as there are limited studies where youth with intellectual disabilities give their own input in interviews. McConkey et al. (2012) revealed that youths with intellectual disabilities are often excluded from research and interviews because of strict ethical measures that govern the inclusion of a vulnerable group such as the youths. Traina (2018) also highlighted that youths with intellectual disabilities are a population that are understudied. Most researchers shy away from including people with intellectual disabilities in research. This study taught me additional skills of how to interact and work with youth with intellectual disabilities.

Conducting this study made me realise that the role of the occupational therapist was essential in working with the youths and their families to develop the youths' work skills and work opportunities. Occupational therapists were in fact an important missing link regarding the professionals that were working with the youth in developing their work skills. This study made me conscious of the great need for occupational therapists to work in communities as this was a huge gap that I identified in the study.

This study taught me that the youths have many abilities which are untapped and inspired me to think of continuing with the implementation phase of the study in further studies to assist in designing programmes where sports initiatives for the youth would be intentionally designed to develop their work skills and provide pathways into work. My interest in continuing to work with youths with intellectual disabilities has developed to the stage where my role as an occupational therapist in contributing to enhancing the youths' abilities has become clearer. Conducting this study tested my strength of character and taught me resilience to never give up on my dreams.

7.11 Conclusion

This chapter highlighted the action that needs to be taken to ensure that the youths' livelihood development is enhanced, and that the youths are empowered. Although potential untapped opportunities have been identified regarding livelihoods' development for youths who participate in sports, there is a need for agency to ensure that these untapped opportunities can be extracted. It is also necessary to raise awareness of the abilities of the youth which made them employable.

Furthermore, the community and potential employers need to have exposure to the youths so that they are aware that the youths are capable of being productive. Negative attitudes of despair from the parents need to be used as motivators to change the situation of limited work opportunities for the youth. Finally, the key players for the action required for change regarding the youths' livelihoods development were highlighted in the chapter. The next chapter concludes the study.

Chapter 8: Conclusions and recommendations

8.1 Introduction

This chapter provides the overall conclusion of the study. In addition, recommendations for further studies are suggested. The strengths and weaknesses of the study are also discussed as well as the implications of the study. A description of how knowledge from this study will disseminated is also given.

8.2 Conclusions

The study explored the skills development and potential work opportunities that youths with intellectual disabilities could potentially gain from sports participation. The study was conducted because youth with intellectual disabilities were often discriminated against regarding work skills' development and work opportunities. There is a high unemployment rate amongst youth with intellectual disabilities and amongst all youth in general in Zimbabwe. Consequently, it is necessary to find effective ways to develop these youths' opportunities to become economically active as engagement in work activities is a basic human right. Sports participation initiatives that are well designed are considered to have the potential to enhance youths' skills development (United Nations, 2003). The study sought to answer the overall question: What livelihoods development for youth with intellectual disabilities may occur through their participation in sports and how do these opportunities prepare them for work?

The study revealed that youths with intellectual disabilities were certainly developing skills that were relevant for work through sports participation. However, these skills were not translating to a clear pathway towards the youths' participation in work. They were being excluded from work opportunities at sports events. The participation in sports for these youths were not organised in a way the sports coach, skills trainers and sports managers were aiming to enhance the youths' work skills. The study also revealed that the parents' roles in their children's sports participation or work skills training was limited. The parents had inadequate knowledge to train their children in work skills. The skills trainers and sports coaches also had knowledge gaps with regard to creating clear pathways for these youths to transition into work. Furthermore, the parents were not taking collective action to address their youths' issues of unemployment or limited skills' development. It was evident that the youth had many abilities that could be useful in a work

environment, especially for the more physical type of work. However, these work opportunities were not being availed to them. An insufficient sense of agency, negative attitudes, weak policies, and poor enforcement of the policies as well as a harsh economic environment were contributing to the youths' limited access to skills development and work opportunities.

Recommendations for future research are now discussed.

8.3 Recommendations for further research

Further studies which could focus on the implementation studies of sports programmes designed to teach work skills at sports events are necessary. Such studies would be useful to design effective programmes for youths with intellectual disabilities to learn work skills at sports events.

Further studies which are more generalised could be conducted to include youths with intellectual disabilities who are in inclusive education and who are not in school to explore how participation in sports could develop their work skills or work opportunities. This would inform practice and policy about the livelihoods' development of youths with intellectual disabilities. Further studies could also include youth with intellectual disabilities who live in the rural areas.

Further studies could also include the experiences of female youths with intellectual disabilities, for example, what are their needs regarding enhancing their livelihoods development and how can more female youths be encouraged to attend the vocational training centres so that their livelihoods development may be enhanced. Additionally, further research could explore how participation in sports is enhancing livelihoods development, with a greater representation of female youth in the study.

A similar study could also be performed with youth with intellectual disabilities with more severe impairments or who are non-verbal. Assistive augmentative technology could be used to assist the youth who are non-verbal to communicate their responses in the study.

At the time of completing this thesis, it was the beginning of the Corona virus pandemic and consequently the youths' vocational training schools were closed. It would be important to perform a study to assess how the corona virus pandemic affected the youth with intellectual disabilities' livelihoods' development through participating in sports.

8.4 Strengths

This study is useful and unique in that it has managed to identify potential work skills and work opportunities at sports events for youths with intellectual disabilities who participate in sports. This is important as not many studies have explored livelihoods development of youth with intellectual disabilities through sports participation. This research could provide information on how to use sports as a medium for livelihoods development of youth with intellectual disabilities and other youth in general. The study did reveal that there are potential skills development and work opportunities for the youth and information gained from this study could add to the body of knowledge in enhancing the youth with intellectual disabilities to become more economically active.

This research is also important as it was performed in the context of Africa where not much research has been performed with youth with intellectual disabilities. Therefore, this research will add to the body of knowledge of data from the global South.

The study also engaged the youth in in-depth interviews, and they were able to express their own views, particularly their aspirations to find work and fend for themselves. The youths' aspirations were important to capture as persons with disabilities are often viewed from a perspective of the charity model, where they are seen as helpless and in need of handouts. The literature study also revealed that studies that involved youths with intellectual disabilities directly in in-depth interviews were limited.

The study also offered practical ways to the implementation of policies in Zimbabwe to enhance the livelihoods development of the youth. Zimbabwe is endowed with many policies for persons with disabilities. However, there are gaps on the implementations of these policies and so, the recommendations from this study will be important for policy implementation regarding enhancing the livelihoods development of youth with intellectual disabilities.

8.5 Limitations

This study was only performed at two vocational schools in an urban setting. This study was not performed in a rural setting. The sports and work opportunities in a rural setting could have been different from those in an urban setting where the research was conducted.

The study was limited to youth with intellectual disabilities in special vocational training centres that were only meant for people with intellectual disabilities. It did not include youths who were in inclusive vocational training centres or schools. The research also did not include youths with intellectual disabilities who were not going to school.

There was a gender discrepancy in this study as only one female with intellectual disabilities participated in the study. This limitation was because at the vocational schools there were fewer females than males and it was difficult to find females that met the inclusion criteria.

The selection criteria called for youths that could communicate verbally and understand language in either Shona or English. It also necessitated the youths to have participated in sports for more than a year. Consequently, I ended up with youths who had mild to moderate intellectual disability as opposed to severe and profound disability. One of the sports coaches mentioned that the youths with intellectual disabilities who participate in sports at the vocational training school usually have mild to moderate intellectual disability. The limitation of this study was that it did not include youths with severe to profound intellectual disabilities who could have different needs in terms of work skills' development and potential work opportunities.

I also ended up with fewer research participants than I expected as some of the potential research participants were originally from orphanages or their parents or guardians lived in another town, making it difficult for me to obtain consent from them to conduct the research with the youth. However, the study produced rich findings which could be used for further, more generalised studies.

8.6 Dissemination

The research findings may be published in peer-reviewed and accredited journals in the form of an article or shared at research conferences. Journals such as the Journal for Applied Research in intellectual disabilities, Journal for Educational Research, Journal of Applied sports psychology, American Journal of Intellectual and Developmental Studies, and Journal for sports psychology in action will be approached to make publications. The study will be presented at at conferences such as the World Federation of Occupational therapists (WFOT) and other conferences that are organized by the department of disability studies at the University of Cape Town and the University of Zimbabwe where the researcher works. The research findings will also be shared with the research participants and ZIMCARE Trust Association in both written form and as a

workshop. The study will also be shared with sports organisations that work with youths with intellectual disabilities. Finally, the study will be presented to policy makers such as the Ministry of Tertiary and Higher Education of Zimbabwe, the Ministry of Youth, Sports, Arts and Recreation as well as the Ministry of Labour and Social Services.

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Appendices

Appendix A: Interview guide for youth with intellectual disabilities

To identify any possible skills development and work opportunities for youth with intellectual disabilities in sports organisations and events in Zimbabwe

1. Which sporting activities or events are you involved in?

a. Please describe to me your involvement in sports?

2. What skills have you developed through participating in sports?

4. Please describe the support you have received to enable you to participate in sports.

5. Please describe any barriers you have encountered with regards to sports participation? How have you overcome these barriers? How will this experience help you find work as a youth with disabilities?

5. Please describe any positive experiences you have had from participating in sports events/ organisation? How have these helped you explore work possibilities
6. Please tell me about any work that you have performed for a sports organisation or event? If yes, was the work performed voluntary or paid work?
7. Has participating in sport provided you with opportunities to become a professional athlete?

Appendix B: Interview Guide for Parents: In-depth interview to describe the role of parents in shaping youth with intellectual disabilities' work options and skills development

1. Please describe to me what you see/ perceive as a post school outcome for your child with intellectual disabilities.
2. Please describe to me how you prepare your child with intellectual disabilities for work.
3. Please describe to me any career guidance that you give to your child with intellectual disabilities.
4. How do you see your child's involvement in sport healping him or her to access work opportunities or skills development opportunities?
5. Please describe to me how you support your child with intellectual disability's participation in sports.
6. What skills development or vocational skills do you train your child with intellectual disabilities?
7. Please describe to me how you are involved regarding your child with intellectual disabilities choosing a particular vocational training in his or her class.

Thank you for your participation

Appendix C: Interview guide: In-depth Interview to describe the role of skills trainers in shaping the livelihoods development of youth with intellectual disabilities

1. Please describe what you see youth with intellectual disabilities doing after they finish school (Changed from: 'Please describe to me what you see/ perceive as a post-school outcome for youth with intellectual disabilities' after the pilot study).
2. What skills development or vocational skills do you train youth with intellectual disabilities?
3. Please describe to me how you prepare youth with intellectual disabilities for work?
4. Please describe to me whether there is parental involvement of youth with intellectual disabilities regarding choosing a particular vocational training in your class?
5. Please describe how youth with intellectual disabilities in your class gain any skills development or work opportunities from participating in sports?

Thank you for your participation

Appendix D: In-Depth Interviews: The role of sports coaches in shaping the livelihoods development of youth with intellectual disabilities

1. Please describe to me what you see youth with intellectual disabilities doing after they finish school? (Changed from: 'Please describe to me what you see/ perceive as a post-school outcome for youth with intellectual disabilities?' after pilot study)
2. Please describe to me how you prepare youth with intellectual disabilities who participate in sports for work?
3. In your view, what skills development or vocational skills do youth with intellectual disabilities gain from sports participation?
4. Please describe to me any career guidance that you give to youth with intellectual disabilities who participate in sports?

Thank you for your participation

Appendix E: Interview guide for sports managers and organisers

Identifying possible livelihoods delopment opportunities for youth with intellectual disabilities who partake in sports organisations and events in Zimbabwe

1. What is your experience of youth with intellectual disabilities?
2. How does your sports organisation include youth with intellectual disabilities in participating in sports events and organisations and in what capacity?
3. What work or skills development opportunities would be suitable for youth with intellectual disabilities in sports events and organisations and why? ○ How are candidates with intellectual disabilities for work opportunities in sports events and organisations sourced? ○ What support services do sports organizers and events need that could potentially be self-employment or business opportunities for youth with intellectual disabilities?
    - ○ Please describe if they is any procedure in sports events and organisations for outsourcing support services that they may need from youth with intellectual disabilities.
4. What are the benefits of employing youth with intellectual disabilities?
5. What are the barriers to employing youth with intellectual disabilities?

Thank you for you participation

Appendix F: Observation checklist for youth with intellectual disabilities

Identifying Possible Skills Development and Work Opportunities for Youth with Intellectual Disabilities who partake in Sports Organisations and Events in Zimbabwe

Extra-curricular activities of youth with intellectual disabilities who partake in sports observed	
Youth with intellectual disabilities who partake in sports competitions within the school/other sports organisations observed	
Sport organisations and events that youth with intellectual disabilities participate in, noted	
Use of leisure centres youth with intellectual disabilities visit to participate in sports noted	
Opportunities for youth with intellectual disabilities to become a professional athlete noted	
Sports coaching given to youth with intellectual disabilities observed	
Any skills development or life skills training during sports participation noted	
Support given to youth with intellectual disabilities to participate in sports noted	

Barriers to sports participation for youth with intellectual disabilities and how these are overcome noted	
Parents of youth with intellectual disabilities' involvement in their child's sports participation noted	
Opportunities to enhance youth with intellectual disabilities' self awareness noted	
Opportunities to enhance youth with intellectual disabilities' knowledge on what they are good at noted	
Opportunities for youth with intellectual disabilities to set their own goals noted	
Opportunities to enhance youth with intellectual disabilities' motivation during sports participation noted	
Opportunities to enhance youth with intellectual disabilities' time management skills noted	
Opportunities to enhance youth with intellectual disabilities' ability to control their emotions observed	
Opportunities to enhance youth with intellectual disabilities' job search skills during sports participation noted	
Opportunities to enhance youth with intellectual disabilities' social skills/ ability to work with others observed	
Opportunities for youth with intellectual disabilities to meet other people from their community observed	

Opportunities for youth with intellectual disabilities to build a social capital through participation in sports events/ organisations that could	
give them information on skills development and work opportunities noted	
Voluntary/ paid work performed by youth with intellectual disabilities in sports events/ organisations noted	

Appendix G: Observation Checklist for 'walk of opportunities' at sports events and organisations

Identifying Possible Livelihoods development opportunities Opportunities for Youth with Intellectual Disabilities who partake in sports organisations and events in Zimbabwe

Staff compliment in sports organisations and events observed and jobs that could potentially be work opportunities for youth with intellectual disabilities noted	
Support services that sports organisations/events require observed and services that could be potentially work opportunities for youth with intellectual disabilities noted	
Procedures for outsourcing services required for hosting sports events noted	
Any participation of youth with intellectual disabilities in work opportunities at sports events noted	

Appendix H: Observation Checklist to ascertain how youth with intellectual disabilities' personal and environmental factors shape their livelihoods development

(adapted from Bronfenbrenner's ecological frameworks)

The Individual:

Gender of the youth with intellectual disabilities and how this influences work options noted	
Age of the youth with intellectual disabilities and the skills development or work options the youth with intellectual disabilities noted.	
Functional abilities of the youth with intellectual disabilities noted	
Volition and motivation of the youth with intellectual disabilities described	

The Microsystem:

Description of how family shape the work options of youth with intellectual disabilities	
Description of how teachers and sports coaches shape the work options of youth with intellectual disabilities	
Description how the school or the adult vocational training centre through its cultures and school curriculum for skills development, shape the work options of youth with intellectual disabilities	
Observing how peers of youth with intellectual disabilities shape their work options	
Observing the neighbourhood the school or vocational centre is and how this shapes the work options of youth with intellectual disabilities	
Noting how or if religious groups or in the environment shape youth with intellectual disabilities work options	

Noting the recreational and sporting areas for youth with intellectual disabilities and how these shape their work options	
Noting how rehabilitation services in the shape the work options of youth with intellectual disabilities	

Exosystem:

Noting how neighbours and friends of family shape the work options of youth with intellectual disabilities	
Noting how the mass media shape the work options and sports participation of youth with intellectual disabilities	
Noting how social welfare services shape the work options of youth with intellectual disabilities	
Noting how Non-governmental organisations in the community shape the work options of youth with intellectual disabilities	

Macrosystem:

Noting the attitudes and ideologies of the culture of people in the country and how these shape work options for people with disabilities	
Noting the national policies of Zimbabwe and how these shape youth with intellectual disabilities and their work options	

Appendix I: Notice to students/parents/skills trainers that a research study involving observation is being conducted

F45 Old Main Building, Groote Schuur Hospital
Observatory 7925
Tel: +27 (0) 21 650 5350
Internet: www.dhrs.uct.ac.za

Date: _____

Dear Parents/ teachers/ students

Notice to Students/ Parents /skills trainers/ spectators that a research study is being conducted at _____ vocational training centre

Please be advised that a research is currently being conducted at the school/ sports event. The title of the research is:

Exploring Pathways to Work through Skills Development in Sport for Youth with Intellectual Disabilities in Metropolitan Zimbabwe.

The research is being conducted by a PhD Student who is studying at the University of Cape Town. The study aims to explore if youth with intellectual disabilities will gain any skills development from participating in sports. The research will involve participation observations and in-depth interviews. Youth with intellectual disabilities, their parents, skills trainers and sports coaches who are participating in the research will be notified and they must agree to participate in the research. However, for those who are not participating in the research, they may encounter the researcher in class or at the sports event. This study poses minimal risk to participants and those around participants who are not necessarily participating in the research.

For further queries, please contact:
Sandra Kasu (Principal Research investigator)
120 Kwame Nkrumah Avenue, Harare, Zimbabwe
Phone: 0775 290 244

Or

The Chairman
Medical Research Council of Zimbabwe
National Institute of Health Research
Josiah Tongogara, Harare

Or

The Human Research Ethics Committee
Old Main Building, Groote Schuur Hospital
Floor E53, Room 46
Observatory, 7925
Tel: +27214066338

Or my supervisor:
Professor Theresa Lorenzo
PhD Programme Convenor
Division of Disability Studies
Department of Health and Rehabilitation Sciences
University of Cape Town
Tel: +27 214066326

Or my local Superviser:
Mrs. Tecla Mlambo
Lecturer at the University of Zimbabwe
College of Health Sciences
0772263521

Thank you

Yours Sincerely,

S.W. Kasu (PhD Student in Disability Studies)

Appendix J: Authorisation to conduct research at Zimcare Trust centres

ZIMCARE
TRUST
FOR THE CARE AND EDUCATION OF THE INTELLECTUALLY HANDICAPPED

HEAD OFFICE
NO 4. DRUMMOND CHAPLIN STREET
MILTON PARK
P O BOX BE90, BELVEDERE.
HARARE
TEL/FAX: 741859,741860
E-mail:
zimcaretrustorg@gmail.com
PVO 57 / 82

03 March 2017

SANDRA W. KASU
817 Manresa
Harare

Dear Madam

RE: AUTHORITY TO CARRY A RESEARCH STUDY AT HOMEFIELDS CENTRE AND ZAMBUKO WORKSHOP

Reference is made to above subject.
We would like to inform you that you have been authorized to carry your research study entitled: **Exploring pathways to work through skills development in sport for youth with intellectual disabilities in Metropolitan Zimbabwe.**
You are expected to abide by the terms and conditions in the Child Protection Policy of Zimcare Trust.

We wish you a good learning experience during the period.

Yours faithfully

Signature Removed

F. Chinyowa

Administrator

ZIMCARE TRUST
DRUMMOND CHAPLIN STREET
MILTON PARK
MAR 2017
BELVEDERE HARARE
TEL/FAX: 741859/741860

Appendix K: Authorisation to conduct pilot study

ZIMCARE TRUST

FOR THE CARE AND EDUCATION OF THE INTELLECTUALLY CHALLENGED

HEAD OFFICE
NO 4. DRUMMOND CHAPLIN STREET
MILTON PARK
P O BOX BE90, BELVEDERE, HARARE
TEL/FAX: 741859,741860
Cell: 0775022446
E-mail: zimcaretrustorg@gmail.com
PVO 57 / 82

1 October 2018

The Head

St Catherines' School

RE: CLEARANCE TO CARRY OUT RESEARCH – SANDRA WADZANAYI KASU

The above matter refers:

The above mentioned has read, understood and signed our Child Protection Policy accepting to abide by the conditions therein. In this regard, I recommend her to carry out her research at your school.

Thank you,

Signature Removed

C MARUFU (MS)

ADMINISTRATOR

Appendix L: MRCZ approval letter

Telephone: 791792/791193
Telefax: (263) - 4 - 790715
E-mail: mrcz@mrcz.org.zw
Website: http://www.mrcz.org.zw

Medical Research Council of Zimbabwe
Josiah Tongogara / Mazowe Street
P. O. Box CY 573
Causeway
Harare

APPROVAL

REF: MRCZ/A/2341 **08 November, 2018**

Sandra Kasu
120 Kwame Nkrumah Avenue
Harare

RE: Exploring Pathways to Work through Skills Development in Sport for Youth with Intellectual Disabilities

Thank you for the application for review of Research Activity that you submitted to the Medical Research Council of Zimbabwe (MRCZ). Please be advised that the Medical Research Council of Zimbabwe has **reviewed** and **approved** your application to conduct the above titled study.

This approval is based on the review and approval of the following documents that were submitted to MRCZ for review:-

1. Completed MRCZ 101 form
2. Protocol version 2 dated 17 August 2018
3. ICFs version 2 dated 17 August 2018

- **APPROVAL NUMBER** **: MRCZ/A/2341**

This number should be used on all correspondence, consent forms and documents as appropriate.

- **TYPE OF MEETING** **: Full Board**
- **MEETING DATE** **: 25 October 2018**
- **EFFECTIVE APPROVAL DATE** **: 08 November 2018**
- **EXPIRATION DATE** **: 07 November 2019**

After this date, this project may only continue upon renewal. For purposes of renewal, a progress report on a standard form obtainable from the MRCZ Offices should be submitted three months before the expiration date for continuing review.

- **SERIOUS ADVERSE EVENT REPORTING**: All serious problems having to do with subject safety must be reported to the Institutional Ethical Review Committee (IERC) as well as the MRCZ within 3 working days using standard forms obtainable from the MRCZ Offices or website.
- **MODIFICATIONS**: Prior MRCZ and IERC approval using standard forms obtainable from the MRCZ Offices is required before implementing any changes in the Protocol (including changes in the consent documents).
- **TERMINATION OF STUDY**: On termination of a study, a report has to be submitted to the MRCZ using standard forms obtainable from the MRCZ Offices or website.
- **QUESTIONS**: Please contact the MRCZ on Telephone No. (0242) 791792, 791193 or by e-mail on mrcz@mrcz.org.zw

Other

- Please be reminded to send in copies of your research results for our records as well as for Health Research Database.
- You're also encouraged to submit electronic copies of your publications in peer-reviewed journals that may emanate from this study.

Yours Faithfully

Signature Removed

.....

MRCZ SECRETARIAT
FOR CHAIRPERSON
MEDICAL RESEARCH COUNCIL OF ZIMBABWE

MEDICAL RESEARCH COUNCIL OF ZIMBABWE
2018 -11- 08
APPROVED
P.O. BOX CY 573 CAUSEWAY, HARARE

PROMOTING THE ETHICAL CONDUCT OF HEALTH RESEARCH

Appendix M: Approval to conduct the study from the University of Cape Town, Faculty of Health Sciences, Human Ethics Committee

UNIVERSITY OF CAPE TOWN

Faculty of Health Sciences

Human Research Ethics Committee

Room E53-4S Old Main Building Groote

Schuur Hospltal

Observatory 7925

Telephone: 021 406 6626

Email: shuretta.thomas@uct.ac.za

Webslte: www.health.uct.acuffhs/research/humanetblcs/forms

---

26 June 2018

HREC REF: 008/2017

Prof Theresa Lorenzo
Health & Rehab F-fioor,
OMB

Dear Prof Lorenzo

PROJECT TITLE: EXPLORING PATHWAYS TO WORK THROUGH SKILLS DEVELOPMENT IN SPORT FOR YOUTH WITH INTELLECTUAL DISABILITIES IN METROPOLITAN ZIMBABWE (PhD candidate – Sandra Kasu)

Thank you for submitting your response to the Faculty of Health Sciences 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 until the 30 June 2019.

Please submlt a progress form, uslng the standardised Annual Report Form If the study continues beyond the approval period. Please submit a Standard Closure form If the study Is completed withln the approval period.

(Forms can be found on our website: www.health.uct.ac.za/fh$/research/humanethlcs/forms) Please quote the HREC REF in all your correspondence.

Please note that the ongoing ethical conduct of the study remains the responsibility of the principal Investigator.

Please note that for all studies approved by the HREC, the principal investigator obtain appropriate institutional approval, where necessary, before the research may occur.

The HREC acknowledge that the student, Sandra Kasu wlll also be Involved In thls study.

Yours sincerely

Signature Removed

PROFESSOR M BLOCKMAN

CHAIRPERSON. FHS HUMAN RESEARCH ETHICS COMMITTEE,

Federal Wide Assurance Number: FWA00001637.

Institutional Review Board (IRB) number: IRB00001938

This serves to confirm that the University of Cape Town Human Research Ethics Committee complies to the Ethics Standards for Clinical Research with a new drug In patients, based on the Medical Research Council (MRC-SA), Food and Drug Administration (FDA-USA), International Convention on

Harmonisation Good Clinical Practice (ICH GCP), South African Good Clinical Practice Guidelines (DOH 2006), based on the Association of the British Pharmaceutical Industry Guidelines (ABPI), and Declaration of Helsinki (2013) guidelines.

The Human Research Ethics Committee granting this approval is In compliance with the ICH

Harmonised Tripartite Guidelines E6: Note for Guidance on Good Clinical Practice (CPMP/1CH/135/95) and FDA Code Federal Regulation Part 50, 56 and 312.

Appendix N: Informed assent for the youth

Department of Health and Rehabilitation Sciences

Faculty of Health Sciences

F45 Old Main Building, Groote Schuur Hospital,

Observatory 7925

Tel: +27 (0) 21 650 5350

Internet: www.dhrs.uct.ac.za

Date_____

Informed assent form for youth with intellectual disabilities aged 18 years and older
Participation observation: Identifying any possible skills development or work opportunities in sports organizations and events in Zimbabwe

Name of Investigator: Sandra Kasu, PhD Student in Disability Studies
Name of Institution: University of Cape Town, South Africa

Part 1: Information sheet Introduction
My name is Sandra Kasu. I am a student from the University of Cape Town. I would like to perform a study to explore pathways to participation in sport for work opportunities in Zimbabwe. The study could help to tell us how participation in sports can be used to improve work opportunities and skills required for work for youth with intellectual disabilities in Zimbabwe.

Before starting the research, I sought approval from the Medical Research Council of Zimbabwe, ZIMCARE TRUST and the University of Cape Town Faculty of Health Science Research Ethics Committee. I am going to give you information and invite you to become part of the study. You can choose whether you would like to participate in the study.

You may discuss anything on this form with your family or friends or anyone else you feel comfortable speaking to. You can decide if you are going to partake in the study once you have talked it over with someone. You do not have to decide immediately. Please feel free to ask me anything about the study or any words that I say that you need further explanation.

Purpose of the study: Why the study is being performed?

Zimbabwe has a high youth unemployment rate. Youth with intellectual disabilities, are experiencing a high unemployment rate in Zimbabwe. The purpose of this study is to see if there are any skills related to work or work opportunities that could be gained for youth with intellectual disabilities participating in sports. Your role as a youth with intellectual disabilities who participates in sports could improve our knowledge on whether participating in sports can result in skills development or increased work opportunities.

I have checked that he/ she understands the purpose of the research_____ (Initials)

_____

Type of Research Intervention

You will be observed whilst you are in the classroom and whilst you are playing sports in order to identify any possible skills development and work opportunities for youth with intellectual disabilities in sports events and organizations. You will be observed whilst you are at school or whilst you are participating at sports events. You will also be interacting with the researcher and she will be participating in the activities that you will be doing in class and during your sports participation.

I have checked that he/ she understands the research process_____ (Initials)

Participant Selection

You have been chosen to participate in this research because your experience as a youth with intellectual disabilities is important in understanding the skills development and work opportunities that can be gained from participating in sports.

Duration

You will be observed by the researcher whist you are in class and whilst you are playing sports for a period of two weeks. During the first week, the researcher will spend the full school day with you from 8:00 in the morning to 4:00 in the afternoon. During the second week, the researcher will be with you in the afternoons only whilst you are playing sports from 1:00pm to 4:00pm.

I have checked that he/ she understands the amount of time he/ she will spend participating in the research _____ (Initials)

Participation is voluntary

You do not have to participate in this research if you do not want to. Even if you decide that you want to participate in the research now and change your mind later, it is still ok.

I have checked with he/ she understands that participation in the study is voluntary_____ (Initials)

Discomforts: Will the study be harmful to you?

The research will not be harmful to you.

I have checked that he/ she understands the risks and discomforts of the study_____ (Initials)

Benefits
The benefits are that you will get to participate and contribute in a study that can potentially enable youth with intellectual disabilities to access work opportunities.

I have checked with the he/ she understands the benefits of the study_____ (Initials)

Confidentiality: Is everyone going to know about the research?

We will not tell anyone that you are participating in this study and we will not mention your name, specifically in the research. Any information about you will have a pseudo name instead of your name. Information of your name and the number that has been assigned to your name will only be shared amongst the researcher and her two supervisors. The information about your name and the pseudo name that has been given to your name will be kept under lock and key. After the research is complete, you and your parents will be told the findings of the research. The results of the research will be shared more broadly at conferences or in journals or in a book.

Youth with intellectual disabilities are prone to physical and emotional abuse. The researcher will be obligated to report any forms of abuse that she sees youth with intellectual disabilities experiencing during the study to the Zimbabwe police victim friendly unit or refer appropriately to organizations such as family support trust or Child-line.

If you choose to be part of this research, I will give a copy of this informed consent to keep for yourself.

My contact details:
Please feel free to contact me if you would like to talk further about the study or ask me questions. My contact details are:

Sandra Kasu
120 Kwame Nkrumah Avenue, Harare, Zimbabwe
Phone: 0775 290 244

If you have any questions regarding your rights and welfare as research participant, please feel free to contact:

The Chairman

Medical Research Council of Zimbabwe
National Institute of Health Research
Josiah Tongogara, Harare

The Human Research Ethics Committee
Old Main Building, Groote Schuur Hospital
Floor E53, Room 46
Observatory, 7925
Tel: +27214066338

Or my supervisor:
Professor Theresa Lorenzo
PhD Programme Convenor
Division of Disability Studies
Department of Health and Rehabilitation Sciences
University of Cape Town
Tel: +27 214066326

Or my local Supervisor:
Mrs. Tecla Mlambo
Lecturer at the University of Zimbabwe
College of Health Sciences
Rehabilitation Department
P.O. Box A178, Avondale
Harare, Zimbabwe

Questions to check if the youth with intellectual disabilities has understood the consent form

1. Please may you tell me in your own words what this study is about?
2. What will you be doing if you participate in this study?
3. What are the risks of being in this study?
4. When I say participating in this research is completely voluntary, what does it mean to you?
5. When I say that your answers will be kept confidential, what does that mean to you?
6. What can you do if you start the study, but you do not want to finish? (Horner-Johnson and Bailey, 2013)

I have checked that he/ she understands the consent form_____ (Initials)

Part 2: Certificate of consent for youth with intellectual disabilities aged 18 years and older

I understand that the research is about exploring pathways to participation in sport for work opportunities in Zimbabwe. I understand that I will be observed in class and whilst I participate in sports activities and I will be interacting and doing activities with the researcher in order to identify any possible skills development or work opportunities I have experienced in sports events or organizations. I understand that I will be observed at school for a period of a month.

I have read this information/ I have had the information read to me. I have had my questions answered and I know I can have any questions answered later if I have them.

I agree to take part in the research

Or

I do not wish to take part in the research

If he/ she consents:

Name: _____
Signature: _____
Date: _____

If Illiterate:

I have witnessed the accurate reading of the consent form to the individual. The individual has had the opportunity to ask questions. I confirm that he/ she has had the opportunity to give assent freely.

Print name of witness (Not a parent): _____
Participant to place an X here_____

Signature of witness: _____

Date: _____

Appendix O: Informed consent for sports managers and organisers

Department of Health and Rehabilitation Sciences
Faculty of Health Sciences
F45 Old Main Building, Groote Schuur Hospital,
Observatory 7925
Tel: +27 (0) 21 650 5350
Internet: www.dhrs.uct.ac.za

Date: _____

Consent form for sports managers and organisers
Participation Observation: identifying any possible skills development and work opportunities for youth with intellectual disabilities in sports organizations and events in Zimbabwe

Name of Investigator: Sandra Kasu, PhD student in Disability Studies
Name of Institution: University of Cape Town

Part A: Information sheet

Introduction
My name is Sandra Kasu, a PhD student in disability studies at the University of Cape Town. I am conducting a study to explore pathways to participation for youth with intellectual disabilities in sports for work opportunities in Zimbabwe.

Before starting the research, I sought approval from the Medical Research Council of Zimbabwe, ZIMCARE Trust and the University of Cape Town Faculty of Health Science Research Ethics Committee. I am going to give you information about the study and invite you to participate in the study. You do not have to decide today whether you will be part of the study. Before you decide, you can talk to anyone you feel comfortable with about the study. This consent form may contain words that you do not understand. Please feel free to ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask me.

Purpose of the research

The purpose of the study is to explore pathways in sports events and organizations for youth with intellectual disabilities and how these can generate work skills and work opportunities. The study will be useful as there is a high unemployment rate amongst youth with intellectual disabilities in Zimbabwe. Youth with intellectual disabilities are often discriminated against with regards to participation in sports and work. We specifically would like to identify any possible skills

development and work opportunities for youth with intellectual disabilities by taking a walk with you during a sports event and identifying any possible skills development or work opportunities for youth with intellectual disabilities.

Participation is voluntary
You do not have to consent to participating in this research if you do not want to. Even if you decide that you want to participate in the research now and change your mind later, it is still ok.

Type of research intervention
You are being asked to participate by being observed whilst identifying any possible skills development and work opportunities for youth with intellectual disabilities at a sports event and interacting with the researcher whilst you do so.

Participant selection
You are being invited to participate in this study because we feel that your experience as a sports manager/ organiser can provide a meaningful insight and contribution to our knowledge of any possible skills development or work opportunities for youth with intellectual disabilities in sport.

Research process
You are being asked to participate in research that involves participation observation. Your will be observed whilst you identify any possible skills development or work opportunities for youth with intellectual disabilities in sports at a sport event.

The information gathered will be recorded in field notes and it will be kept confidential. No one else but the researcher, the research assistants and my supervisor will have access to the information.

Duration
The walk of opportunity will take place at one sport event for a period of 30 minutes.

Risks
There are no specific risks associated with the research.

Benefits of the research
The benefits are that your participation in this study that can potentially enable youth with intellectual disabilities to access work opportunities.

Confidentiality
We will not tell anyone that you are participating in this study and we will not mention your name, specifically in the research. Any information about you will have a pseudo name on it instead of your name. Information of your name and the pseudo name that has been assigned to you will only be shared amongst the researcher and her supervisor. The information about your name and the pseudo name that has been given to you will be kept under lock and key. After the research is

complete, you will be told the findings of the research. The results of the research will be shared more broadly at conferences or in journals or in a book.

If you choose for to be part of this research, I will give a copy of this informed consent to keep for yourself.

My contact details:
Please feel free to contact me if you would like to talk further about the study or ask me questions. My contact details are:

Sandra Kasu
120 Kwame Nkrumah Avenue, Harare, Zimbabwe
Phone: 0775 290 244
Email: Sandrakasu@outlook.com

If you have any questions regarding your rights and welfare as research participant, please feel free to contact:

The Chairperson
Medical Research Council of Zimbabwe
National Institute of Health Research
Josiah Tongogara, Harare

The Human Research Ethics Committee
Old Main Building, Groote Schuur Hospital
Floor E53, Room 46
Observatory, 7925
Tel: +27214066338

Or my supervisor:

Professor Theresa Lorenzo
PhD Programme Convenor
Division of Disability Studies
Department of Health and Rehabilitation Sciences
University of Cape Town
Tel: +27 214066326

Or my local supervisor:
Mrs. Tecla Mlambo
Lecturer at the University of Zimbabwe
College of Health Sciences
Rehabilitation Department
P.O.BOX A178, Avondale
Harare, Zimbabwe

Part 2: Giving Consent

I have read the abovementioned information/ the information has been read to me. I have had the opportunity to ask questions about the study and the questions I have asked have been answered to my satisfaction. I consent to voluntarily participate in the study.

Name: _____
Signature: _____
Date: _____

Appendix P: Informed consent for parents of the youth

Affirm Advocate Account

Department of Health and Rehabilitation Sciences

Faculty of Health Sciences

F45 Old Main Building, Groote Schuur Hospital,

Observatory 7925

Tel: +27 (0) 21 650 5350

Internet: www.dhrs.uct.ac.za

INFORMED CONSENT FORM FOR PARENTS OF YOUTH WITH INTELLECTUAL DISABILITIES

Exploring Pathways to Work through Skills Development in Sport for Youth with Intellectual Disabilities in Metropolitan Zimbabwe

Principal Investigator: Sandra Kasu. *[Ph.D. Student]* Phone number(s): 0775 290 244

What you should know about this research study:

- We give you this consent so that you may read about the purpose, risks, and benefits of this research.
- The main goal of research studies is to gain knowledge that may help future individuals.
- We cannot promise that this research will benefit you.
- You have the right to refuse to take part, or agree to take part now and change your mind later.
- Whatever you decide, it will not affect your regular care.
- Please review this consent form carefully. Ask any questions before you make a decision.
- Your participation is voluntary.

PURPOSE

You are being asked to participate in a study to explore youth with intellectual disabilities' participation in sports events and organisations and the skills development or work opportunities that participation in sports can potentially generate. The purpose of this research is to know the role of parents of youth with intellectual disabilities in shaping the life skills development or work options of youth with Page 2 [of 5] intellectual disabilities. You were selected as a possible participant in this study because we feel that your experience as a parent of youth with intellectual disabilities can contribute meaningfully to our understanding of the role parents of youth with intellectual disabilities play in shaping the life skills development and work options of youth with intellectual disabilities. 10 parents, guardians or caregivers will participate in the study.

PROCEDURES AND DURATION

If you decide to participate, you will be asked to help us to learn more about the role of parents of youth with intellectual disabilities in developing the pre-vocational and vocational skills training of youth with intellectual disabilities. You are being asked to participate in an in-depth interview. There may be a follow up interview. The in-depth interview may be an hour. The follow up interview may be 30 minutes. You will be interviewed from your child's vocational centre.

RISKS AND DISCOMFORTS

The risks the study poses to you are minimal. We are asking you to share information that may include your personal opinions and this could possibly make you feel uncomfortable. Feel free to share your opinions and you are not obligated to share any information that you do not feel comfortable sharing.

BENEFITS AND/OR COMPENSATION

We cannot and do not guarantee or promise that you will receive any benefits from this study. You and your child will be compensated twenty dollars per interview for transport and for your time to attend the interviews.

CONFIDENTIALITY

We will not be sharing information about you outside of the research team. The research team will include the principal investigator and her supervisor, the Human Research Ethics Council, and the Medical Research Council of Zimbabwe. The information we collect in the interviews will be kept private. Any information about you will be assigned a pseudo name instead of your name. Only the research team will know the number that has been assigned to you and we will keep that information under lock and key. The interview will be recorded using audio tapes and the information that is recorded will be kept under lock and key. Research findings may be shared broadly with you, in journals, books or at conferences. Youth with intellectual disabilities are prone to emotional and physical abuse in institutions such as special schools (Brignell, 2010). The researcher will therefore refer youth with intellectual disabilities that she encounters who are being abused to the police of Zimbabwe's victim friendly unit, Child line for emotional abuse and free and confidential counselling, as well as Family Support Trust for those youth who have been physically or sexually abused. The researcher will also refer any form of abuse to the social welfare.

IN THE EVENT OF INJURY

There are no anticipated injuries in this study. In the event of injury resulting from your participation in this study, treatment shall be offered by the study. In the event of injury, contact **Sandra Kasu at 0775 290244.**

VOLUNTARY PARTICIPATION

Participation in this study is voluntary. If you decide not to participate in this study, your decision will not affect your future relations with the principal investigator or the University of Cape Town where the researcher is studying, if you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without penalty.

SIGNATURE PAGE

Exploring Pathways to Work through Skills Development in Sport for Youth with Intellectual Disabilities in Metropolitan Zimbabwe

Protocol Version Number_____/date_____

OFFER TO ANSWER QUESTIONS

Before you sign this form, please ask any questions on any aspect of this study that is unclear to you. You may take as much time as necessary to think it over.

AUTHORIZATION

You are making a decision whether or not to participate in this study. Your signature indicates that you have read and understood the information provided above, have had all your questions answered, and have decided to participate.

_____ _____

Name of Child Date

_____ _____

Name of Parent (please print) Date

_____ _____

Name of Witness Name of research staff

_____ _____

Signature of Witness Signature of research staff

YOU WILL BE OFFERED A COPY OF THIS CONSENT FORM TO KEEP.

If you have any questions concerning this study or consent form beyond those answered by the investigator, including questions about the research, your rights as a research participant or research-related injuries; or if you feel that you have been treated unfairly and would like to talk to someone other than a member of the research team, please feel free to contact the Medical Research Council of Zimbabwe (MRCZ) on telephone (04)791792 or (04) 791193 and cell phone lines 0784 956 128. The MRCZ Offices are located at the National Institute of

Health Research premises at Corner Josiah Tongogara and Mazowe Avenue in Harare.

Audio Recording

Statement of Consent to be Audio-taped.

I understand that audio recordings will be taken during the study.

(Please indicate your choice by putting your initials in the appropriate box)

- I agree to **being audio recorded** **Yes** ☐

  No ☐

_____ _____

Name of Participant (please print) Signature

_____

Date

Appendix Q: Informed consent for skills trainers/sports coaches

Department of Health and Rehabilitation Sciences
Faculty of Health Sciences
F45 Old Main Building, Groote Schuur Hospital,
Observatory 7925
Tel: +27 (0) 21 650 5350
Internet: www.dhrs.uct.ac.za

Affirm Advocate Account

Date: _____

Informed consent for skills trainers/ sports coaches of youth with intellectual disabilities

In-depth interviews: Determining the role of skills trainers/ sports coaches in shaping the livelihoods development of youth with intellectual disabilities

Name of Investigator: Sandra Kasu, PhD Student in Disability Studies
Name of Institution: University of Cape Town, South Africa

Part 1: Information Sheet

Introduction
My name is Sandra Kasu, a PhD student in disability studies at the University of Cape Town. I am conducting a study to explore pathways to work through skills development in sport for youth with intellectual disabilities in sports for work opportunities in Zimbabwe.

Before starting the research, I sought approval from the Medical Research Council of Zimbabwe and the University of Cape Town Faculty of Health Science Research Ethics Committee. I am going to give you information about the study and invite you to participate in the study. You do not have to decide today whether you will be part of the study. Before you decide, you can talk to anyone you feel comfortable with about the study. This consent form may contain words that you do not understand. Please feel free to ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask me.

Purpose of the research
Currently there is a high unemployment rate amongst youth, especially youth with intellectual disabilities. Youth with intellectual disabilities are often marginalized and discriminated against concerning skills development and employment opportunities. This research aims to explore youth

with intellectual disabilities' participation in sports events and organizations and the skills development or work opportunities that participation in sports can potentially generate. We specifically want to know the role of teachers/ sports coaches or parents in shaping the life skills development of youth with intellectual disabilities.

Type of research intervention
You are being invited to participate in in-depth interviews for approximately an hour to determine your role as a parent/ teacher/ sports coach in shaping the skills development or work options of youth with intellectual disabilities.

Participant selection
You are being invited to participate in this research because we feel that your experience as a parent/ skills trainer or teacher/ sports coach for youth with intellectual disabilities can contribute meaningfully to our understanding of the role sports coaches/teachers or skills trainers/ parents play in shaping the life skills development and work options of youth with intellectual disabilities.

Voluntary participation
Your participation in this research is entirely voluntary. The choice is yours whether or not to participate. There will not be any repercussions if you decide that you no longer want to participate at any stage of the research process.

Research process
You are being asked to help us to learn more about the role of teachers/ sports coaches in developing the pre-vocational and vocational skills training of youth with intellectual disabilities. You are being asked to participate in an in-depth interview. There may be a follow up interview.

Risks associated with the research
There is no risk associated with this study. However, we are asking you to share your opinions and this could possibly make you feel uncomfortable. Feel free to share your opinions and you are not obligated to share any information that you do not feel comfortable sharing.

Benefits of the research
Your participation and contribution in this study can potentially enable youth with intellectual disabilities to access work opportunities and this would in turn benefit society.

Confidentiality
We will not be sharing information about you outside of the research team. The information we collect during the interviews will be kept private. Any information about you will be assigned a pseudo name instead of your name. Only the research team will know the number that has been assigned to you and we will keep that information under lock and key. The interview will be recorded using audio-tapes but the information that is recorded will be kept under lock and key. Research findings may be shared broadly with you, in journals, books or at conferences.

Youth with intellectual disabilities are prone to physical and emotional abuse. The researcher will be obligated to report any forms of abuse that she sees youth with intellectual disabilities experiencing during the study to the Zimbabwe police victim friendly unit or refer appropriately to organizations such as family support trust or child line.

Contact details

I can be contacted at:
120 Kwame Nkrumah Avenue, Harare, Zimbabwe
Phone: 0775290244
E-mail: sandrakasu@outlook.com

If you have any questions regarding your rights and welfare as research participant, please feel free to contact:

The Chairperson
Medical Research Council of Zimbabwe
National Institute of Health Research
Josiah Tongogara, Harare

The Human Research Ethics Committee
Old Main Building, Groote Schuur Hospital
Floor E53, Room 46
Observatory, 7925
Tel: +27214066338

Or my supervisor:

Professor Theresa Lorenzo
PhD Programme Convener
Division of Disability Studies
Department of Health and Rehabilitation Sciences
University of Cape Town
Tel: +27 214066326

Or my local supervisor:
Tecla Mlambo
University of Zimbabwe
College of Health Sciences
Rehabilitation Department
P. O. Box A178, Avondale
Harare, Zimbabwe

Part 2: Certificate of Consent

I understand that the research is about exploring pathways to participation in sport for work opportunities in Zimbabwe.

I understand that I will be asked to partake in a study where I will be interviewed determine the role of sports coaches/ teachers in shaping the life skills development and work options of youth with intellectual disabilities.

I have read this information. I have had my questions answered and I know I can have any questions answered later if I have them.

I agree to take part in the research

Or

I do not wish to take part in the research

Name: _____
Signature: _____
Date: _____

Appendix R: Informed consent for sports managers to participate in the 'walk of opportunities'

Department of Health and Rehabilitation Sciences
Faculty of Health Sciences
F45 Old Main Building, Groote Schuur Hospital,
Observatory 7925
Tel: +27 (0) 21 650 5350

Internet: www.dhrs.uct.ac.za

Date: _____

Consent form for sports managers and organizers
Participation Observation: identifying any possible skills development and work opportunities for youth with intellectual disabilities in sports organizations and events in Zimbabwe

Name of Investigator: Sandra Kasu, PhD student in Disability Studies
Name of Institution: University of Cape Town

Part A: Information sheet

Introduction
My name is Sandra Kasu, a PhD student in disability studies at the University of Cape Town. I am conducting a study to explore pathways to participation for youth with intellectual disabilities in sports for work opportunities in Zimbabwe.

Before starting the research, I sought approval from the Medical Research Council of Zimbabwe, ZIMCARE Trust and the University of Cape Town Faculty of Health Science Research Ethics Committee. I am going to give you information about the study and invite you to participate in the study. You do not have to decide today whether you will be part of the study. Before you decide, you can talk to anyone you feel comfortable with about the study. This consent form may contain words that you do not understand. Please feel free to ask me to stop as we go through the information and I will take time to explain. If you have questions later, you can ask me.

Purpose of the research

The purpose of the study is to explore pathways in sports events and organizations for youth with intellectual disabilities and how these can generate work skills and work opportunities. The study

will be useful as there is a high unemployment rate amongst youth with intellectual disabilities in Zimbabwe. Youth with intellectual disabilities are often discriminated against with regards to participation in sports and work. We specifically would like to identify any possible skills development and work opportunities for youth with intellectual disabilities by taking a walk with you during a sports event and identifying any possible skills development or work opportunities for youth with intellectual disabilities.

Participation is voluntary
You do not have to consent to participating in this research if you do not want to. Even if you decide that you want to participate in the research now and change your mind later, it is still ok.

Type of research intervention
You are being asked to participate by being observed whilst identifying any possible skills development and work opportunities for youth with intellectual disabilities at a sports event and interacting with the researcher whilst you do so.

Participant selection
You are being invited to participate in this study because we feel that your experience as a sports manager/ organiser can provide a meaningful insight and contribution to our knowledge of any possible skills development or work opportunities for youth with intellectual disabilities in sport.

Research process
You are being asked to participate in a research that involves participation observation. Your will be observed whilst you identify any possible skills development or work opportunities for youth with intellectual disabilities in sports at a sport event.

The information gathered will be recorded in field notes and it will be kept confidential. No one else but the researcher, the research assistants and my supervisor will have access to the information.

Duration
The walk of opportunity will take place at one sport event for a period of 30 minutes.

Risks
There are no specific risks associated with the research.

Benefits of the research
The benefits are that your participation in this study that can potentially enable youth with intellectual disabilities to access work opportunities.

Confidentiality
We will not tell anyone that you are participating in this study and we will not mention your name, specifically in the research. Any information about you will have a pseudo name on it instead of your name. Information of your name and the pseudo name that has been assigned to you will only be shared amongst the researcher and her supervisor. The information about your name and the pseudo name that has been given to you will be kept under lock and key. After the research is

complete, you will be told the findings of the research. The results of the research will be shared more broadly at conferences or in journals or in a book.

If you choose for to be part of this research, I will give a copy of this informed consent to keep for yourself.

My contact details:
Please feel free to contact me if you would like to talk further about the study or ask me questions. My contact details are:

Sandra Kasu
120 Kwame Nkrumah Avenue, Harare, Zimbabwe
Phone: 0775 290 244
Email: Sandrakasu@outlook.com

If you have any questions regarding your rights and welfare as research participant, please feel free to contact:

The Chairperson
Medical Research Council of Zimbabwe
National Institute of Health Research
Josiah Tongogara, Harare

The Human Research Ethics Committee
Old Main Building, Groote Schuur Hospital
Floor E53, Room 46
Observatory, 7925
Tel: +27214066338

Or my supervisor:

Professor Theresa Lorenzo
PhD Programme Convenor
Division of Disability Studies
Department of Health and Rehabilitation Sciences
University of Cape Town
Tel: +27 214066326

Or my local supervisor:
Mrs. Tecla Mlambo
Lecturer at the University of Zimbabwe
College of Health Sciences
Rehabilitation Department
P.O.BOX A178, Avondale
Harare, Zimbabwe

Part 2: Giving Consent

I have read the abovementioned information/ the information has been read to me. I have had the opportunity to ask questions about the study and the questions I have asked have been answered to my satisfaction. I consent to voluntarily participate in the study.

Name: _____
Signature: _____
Date: _____