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Strategies for skills acquisition and work for people with disabilities

**A report submitted to the
International Labour Organization**

Geneva, Switzerland

by

**Thabo Mbeki Development Trust for Disabled People,
Disabled People South Africa,
and
Human Sciences Research Council**

December 2006

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Contents

EXECUTIVE SUMMARY.....	V
1. BACKGROUND TO THE STUDY	1
2. THE SOUTH AFRICAN CONTEXT: ACTS, POLICIES AND STRATEGIES	5
3. METHODOLOGY	11
<i>Survey of people with disabilities</i>	11
<i>Case studies of people with disabilities</i>	14
<i>Inventory of training institutions</i>	14
<i>Case studies of four training institutions</i>	15
<i>Research instruments</i>	15
<i>Analysis</i>	17
<i>Ethical clearance</i>	17
4. RESULTS OF THE SURVEY	19
<i>Background information on the respondents</i>	19
<i>Skills training</i>	23
<i>Employment</i>	28
<i>Summary of findings</i>	35
5. RESULTS OF THE INDIVIDUAL CASE STUDIES	37
<i>Themes</i>	37
<i>Discussion of themes</i>	38
<i>Summary of case studies</i>	43
6. CASE STUDIES OF TRAINING INSTITUTIONS.....	45
A. <i>The Ikhwezi Lokusa project</i>	45
B. <i>The Dynamic Training Centre (DTC)</i>	48
C. <i>The Okhahlamba Area Development Project (OADP) (coffin-making project)</i>	50
D. <i>Oval International Computer Education College</i>	52
<i>Strategies used across the four training centres</i>	54
<i>General comments</i>	55
7. DISCUSSION AND CONCLUSIONS.....	57
<i>Skills acquisition opportunities</i>	57
<i>Employment opportunities</i>	59
<i>General comments on strategies</i>	60
<i>Recommendations</i>	62
8. APPENDICES.....	65
<i>Appendix 1: Survey Questionnaire</i>	65
<i>Appendix 2: Individual case study guidelines</i>	77
<i>Appendix 3: Guidelines for training institution case studies</i>	81
<i>Appendix 4: Details of case study participants</i>	83
<i>Appendix 5: Tables of data to support text of survey findings</i>	87

List of Tables

<i>Table 1: Allocation of number of interviews per province</i>	<i>12</i>
<i>Table 2: Realized sample of interviews per province</i>	<i>12</i>
<i>Table 3: Access to vocational skills training by disability type.....</i>	<i>24</i>
<i>Table 4: Frequency of mention of type of work as per list provided.....</i>	<i>30</i>
<i>Table 5: Age distribution of the respondents.....</i>	<i>87</i>
<i>Table 6: Target group by type of disability or impairment</i>	<i>87</i>
<i>Table 7: Number of respondents with difficulties doing activities</i>	<i>88</i>
<i>Table 8: Type of vocational skills training by area, age and gender</i>	<i>88</i>
<i>Table 9: Type of skills training by impairment.....</i>	<i>89</i>
<i>Table 10: Length of skills training received by area, age and gender</i>	<i>89</i>
<i>Table 11: Length of skills training received by disability type.....</i>	<i>90</i>
<i>Table 12: Where last training was received by area, age and gender</i>	<i>90</i>
<i>Table 13: Where last training was received by disability type.....</i>	<i>91</i>
<i>Table 14: Barriers to acquiring vocational skills training: respondents who said ‘yes’ to the different types of barriers.....</i>	<i>91</i>
<i>Table 15: Facilitators to training</i>	<i>92</i>
<i>Table 16: Employment status and usefulness of skills by gender and disability type</i>	<i>92</i>
<i>Table 17: Employment status by length and type of training and responsible organization for training.....</i>	<i>93</i>
<i>Table 18: Barriers to finding work: respondents who said ‘yes’ to the different types of barriers</i>	<i>94</i>
<i>Table 19: Facilitators mentioned by respondents to finding work.....</i>	<i>95</i>
<i>Table 20: Proportion of respondents who mentioned each potential facilitator for finding employment.....</i>	<i>95</i>

Executive Summary

Background and aims

This exploratory study is part of a four-country study undertaken by the International Labour Organization (ILO) in Geneva, Switzerland, on vocational skills acquisition and employment experiences of people with disabilities.

The aims of the study were:

- to identify effective strategies for vocational skills acquisition by persons with disabilities leading to productive work; and
- to promote training policies and effective methods of training and employment services delivery for individuals with different types of disabilities, particularly in mainstream training institutions.

The specific questions asked included the following:

- Are skills acquisition opportunities being accessed and by whom and what type of opportunities?
- Do these skills acquisition opportunities lead to employment in the open labour market?
- What are the major barriers and facilitators to skills development?
- What are the major barriers to employment?
- What overall effective strategies are identified in the survey and case studies?

Methodology

The methodology in South Africa included three components:

- A survey of 318 people with disabilities, spread across people with four different types of disabilities (hearing, vision, physical and intellectual) and who were either skilled and employed, skilled and unemployed, or unskilled (employed or unemployed).
- A series of 21 individual case studies of people selected from the respondents on the survey.
- A series of four case studies of training institutions that represented different approaches used in training of people with disabilities. These training institutions included a rural agricultural training centre, a rural coffin-making business run by a disabled person who trains other people with disabilities, an urban training and employment centre, and an urban mainstream training College.

The study was conducted in five provinces of South Africa, viz. Western and Eastern Cape, North West, and KwaZuluNatal (KZN). The 318 people with disabilities interviewed in the survey were selected purposively using a snowball technique, word of mouth and through the research team's own contacts.

While not representative of the population as a whole, the study provides insight into the process of skills development for people with disabilities, and its effectiveness in enabling them to obtain work, and highlights possible trends which merit further research.

Results

The results should be interpreted with caution as the sample was purposive and not representative of the South Africa population with disabilities. The trends can only be raised, but not confirmed and reflect the combination of findings from the survey and case studies of individuals and training institutions. Further research using a representative sample survey would confirm whether the trends noted were real or merely an artefact of the sample.

Formal skills

The more common skills formally acquired by people with disabilities were reported as being:

- boilermaking, carpentry, welding, woodwork
- cleaning
- caring for disabled and older people
- sewing and cooking
- secretarial, administration and general office skills
- call centre skills
- computer skills
- weaving, environmental health
- leadership, counselling and ministry
- public management
- sign language instruction
- hairdressing
- Community-Based Rehabilitation (CBR)
- graphic designing and photography

Skills acquired informally

The more common skills acquired informally by people with disabilities were reported as being:

- life skills and counselling
- arts and craft
- sewing
- cooking
- cleaning
- communication
- computer skills
- working in a business context (for example, running a flea market stall)
- gardening and planting
- repairing cars, radios and cell phones
- community involvement and participation
- sports and singing

Barriers to skills acquisition

Important barriers to formal skills acquisition were reported as being:

- lack of funds
- lack of information

- lack of awareness of providers
- transport (frequently mentioned by physically-impaired respondents)

When asked to comment in an open-ended question, the respondents mentioned the following additional barriers to skills acquisition:

- lack of basic education and poor quality education
- lack of teacher availability
- lack of sign language interpreters
- a person being sick often and not being able to attend.

Facilitators for skills acquisition

The facilitators for skills acquisition were reported by the respondents as being:

- accessible buildings
- willingness to train on part of service providers
- access to information

When asked to comment in an open-ended question, the respondents mentioned the following additional facilitators to skills acquisition:

- self motivation ('the will within')
- putting effort into learning
- having a positive attitude
- support from family
- smooth transition from school to skills training
- training with other disabled people
- practical training

Types of employment

Of 139 people with disabilities who indicated that they were working, the following proportions reported doing the different job types:

- switchboard operator: 9 per cent
- shopkeeper: 1 per cent
- leatherworker: 2 per cent
- carpenter: 1 per cent
- care worker: 6 per cent
- machine operator: 1 per cent
- other: 78 per cent (sign language instructor, TV presenter, director and script writer, actress, car washing, camera controller, administration, client service officer, development worker, public relations, housekeeping, clerical, IT, fundraiser, handyman)

Ways of finding jobs

The respondents were asked how they had found their current job. The role of relatives or friends, Non-Governmental Organizations (NGOs), or 'other' were mentioned most frequently. This highlights the importance of networks. Placement agencies and answering advertisements were not reported as being used often for finding employment. 'Other' approaches such as going 'door to door'; doing

voluntary work; being referred by the school or service provider were also mentioned.

Barriers to finding work

The most frequently-mentioned barriers to finding work were:

- lack of jobs
- lack of awareness from employers
- lack of skills training

When asked to give further examples and explanations, the respondents reported the following barriers:

- negative attitudes that see disabled workers as less productive,
- costs of reasonable accommodation and assistive devices

Facilitators to finding work

The most frequently-mentioned facilitators to finding work were reported as being:

- good skills training (very high relative to others)
- job availability
- awareness of employers

Further examples were given as being:

- people helping to complete application forms
- self-employment
- good communication skills
- good skills and a certificate
- personal factors such as a positive attitude:
- 'The will to go on in life and the urge to be successful'
- 'Probably my personality, outgoing personality, and never stepped back from a challenge'

Earnings

Respondents were asked if people with disabilities earn less than their non-disabled peers, and, if they responded positively, they were asked to give reasons why this occurs. The responses given were as follows:

- '...people take advantage of Deaf people because they are considered as stupid.'
- lack of formal qualifications
- having a Disability Grant and not wanting to be over limit (employer perspective), thus being paid a low wage
- workers with disabilities are taken advantage of as employers don't think they (the person with disabilities) understands what is going on
- people with disabilities are desperate for employment, and so take on anything in order to achieve some financial independence.
- people with physical impairments are less mobile and take longer to complete tasks
- few workers with disabilities reach the higher echelons of positions in the workplace.

- people with disabilities have less opportunities for training and employment and so have less opportunity to develop skills and get experience and move up the ladder

Skills development and employment

Some of the respondents described the importance of skills development and employment in self realization and increasing their self-esteem.

- ‘Being part of skills development for me with intellectual disability has been good. Opportunities have come my way and I like it. I’m able to do things better now and learn about myself and people around me.’
- The role of career guidance and planned progression from school to skills training and employment was seen as crucial to being successfully employed.

The importance of training, information, physical accessibility, transport, assistive devices and financial assistance were all highlighted in a consistent manner by all survey respondents and case study participants. People with disabilities described how a lack of training in how to apply for a job, and if and how to disclose their disability made them feel ill equipped to answer advertisements for positions. Respondents reported that many employers were providing good reasonable accommodation, but many were still lacking in this domain.

Some successful strategies that were highlighted by individual people with disabilities in the study were described as follows:

- use of distance education to overcome physical barriers to training;
- use of job coaches;
- providing strong support within the workplace; and
- Government policies (can use as case to argue for promotion!).

Successful strategies used by the training institutions were described as follows:

- the need to plan the training to work transition is a crucial factor in ensuring successful employment for people with disabilities.
- the focus must be on employment skills rather than only on rehabilitation.
- the role of government grants in creating dependency and lack of motivation to be independent in work are aspects that need further research to understand and manage.
- the effect of having strong positive attitudes to integration of people with disabilities within mainstream training is significant. The approach of dealing with impairment needs as a fact of life and not making a fuss over these facilitates mainstreaming of students in further education and training as highlighted in the following quote: “We don’t see any problems, we see it as an opportunity – it is not a threat to us. We see it as an opportunity where each of us we believe we can.”

General comments on strategies arising out of the study

- The positive effect for both the worker with disabilities and their workplace colleagues of mainstream employment of people with disabilities is highly significant in increasing self-esteem and changing of attitudes towards disability.
- Good planning of school to training to employment is crucial.

- Accessing training is important and training programmes should ensure that the venues and materials are accessible.
- The role of a positive personal outlook was also noted as being an important factor in determining success in skills training acquisition and finding employment.
- Attitudes of trainers and employers are also crucial to ensuring skills training is made accessible and employment opportunities made available.
- The acquisition of relevant skills and the availability of good networking opportunities seem to facilitate finding employment.

Recommendations

A number of recommendations come out of the study, including:

- The need for a good basic education to ensure follow-through with skills and employment.
- A clear career guidance plan for every child with a disability to be developed at school and information on wide career options provided.
- Training must be flexible, accessible and should meet individual impairment needs.
- The need to change negative attitudes of trainers by providing them with support to take impairment needs into consideration without difficulty.
- The effect of employing workers with disabilities on changing employer attitudes should be noted as an important strategy.
- The effect of being employed on developing self-esteem is an important part of the argument for integration of people with disabilities in the workplace.
- The role of the Disability Grant in creating a disincentive to find employment should be reviewed and researched further.

1. Background to the study

The Skills and Employability Department of the International Labour Organization (ILO) embarked on a four-country study in Malawi, South Africa, Swaziland and Zambia. The purpose was to review the employment status of people with disabilities and to identify examples of good practice in vocational training, and to inform the advice given to developing country governments on disability-related policies and programmes. The study was made possible through generous funding from the Government of Flanders.

The definitions¹ used in this study are as follows:

- **Vocational skills**

The ability to perform specialized tasks and functions particular to a job, occupation or industry. Also called occupational skills and technical skills.

- **Vocational training**

Activities to develop the knowledge, skills and attitudes required for effective work in an occupation or group of occupations. It comprises initial, refresher, further and updating training, retraining and job-related training. It may include general education subjects.

- **Apprenticeship**

A system of training which usually combines on-the-job training and work experience with institution-based training. It can be regulated by law (formal apprenticeship, normally providing a remuneration to apprentices) or by custom (traditional or informal apprenticeship) where remuneration and/or institution-based training are not always envisaged. Apprenticeships are usually targeted at young people starting off on their work careers.

- **Learnerships**

*“Learnerships are new paraprofessional and vocational education and training programmes. They combine theory and practice and culminate in a qualification that is registered on the National Qualifications Framework (NQF). A person who successfully completes a learnership will have a qualification that signals occupational competence and which is recognized throughout the country.”*² The Skills Development Act (No. 97 of 1998) and its amendment of 2003 define learnerships as comprising a structured learning component that includes practical work experience of a specified nature and duration. Learnerships lead to qualifications registered by the South African Qualifications Authority (SAQA) and are related to an occupation. Learnerships are registered with the Director-General of the Department of Labour in a prescribed manner. Within learnerships, the practical and theoretical components are run in an integrated manner with continuous

¹ Provided by the ILO, Geneva, from the draft version of *“ILO, Glossary of key terms on learning and training for work”* (forthcoming 2006).

² This excerpt is from a pamphlet produced by the Department of Labour on learnerships. See http://www.labour.gov.za/useful_docs/doc_display.jsp?id=9388

assessment. While apprenticeships are generally more focused towards young people, learnerships are targeted at people of all ages. However, apprenticeships are seen as part of the same strategy as learnerships.

In South Africa, a consortium comprising the Thabo Mbeki Development Trust for Disabled People (TMDTDP), Disabled People South Africa (DPSA) and the Human Sciences Research Council (HSRC) undertook the South African component of the study.

The aims of this multi-country study are to:

1. identify effective strategies for vocational skills acquisition by persons with disabilities leading to productive work in selected countries (Malawi, South Africa, Swaziland and Zambia); and
2. promote training policies and effective methods of training and employment services delivery for individuals with different types of disabilities, particularly in mainstream training institutions.

The more specific questions that were asked in the study were:

- Are skills acquisition opportunities being accessed and by whom and what type of opportunities?
- Do these skills acquisition opportunities lead to employment in the open labour market?
- What are the major barriers and facilitators to skills development?
- What are the major barriers to employment?
- What overall effective strategies are identified in the survey and case studies?

The South Africa study was comprised of three components:

- a survey of 318 people with disabilities;
- case studies of 20 people selected from the 300 people interviewed; and
- an inventory of training organizations that focus on or include trainees with disabilities.

The structure of the report includes an introductory section which sets the South African context, followed by a section that sets out the methodological aspects of the study. The results for the survey and the case studies (of individuals as well as of training institutions) are presented in two separate sections. The report ends with the discussion and conclusions arising from both the survey and the case studies.

The inventory of organizations was attempted, but after efforts to contact over 400 organizations and only receiving 23 completed responses, it was decided to focus on undertaking four case studies of different types of training institutions. These four case studies are reported on together with the other individual case studies.

This study was undertaken by a team of ten researchers who made up the Project Working Group (PWG) comprising representatives of TMDTDP, DPSA and HSRC, as well as several independent consultants. All members of the PWG, with one exception, are disabled. In addition, a further number of people with and without disabilities were employed as interviewers by each of the PWG members.

Information letters were sent to the various stakeholders within the disability and training sectors. The responses from the disability sector were positive, but few responses were obtained from the training sector.

A stakeholders' reference group meeting was held to feedback the initial analysis of the results and to elicit comments from representatives from the disability sector, government and some training institutions. The comments arising from this workshop were incorporated into the report, as were comments from all of the PWG members.

The report was compiled by HSRC.

2. The South African context: Acts, policies and strategies

South Africa has a population of around 45 million and of these an estimated 5 to 6 per cent have a moderate to severe disability.³ This means that there are in the region of 2.25 to 2.7 million people with disabilities in South Africa.

Since the advent of democracy in 1994, the South African Government has focused its attention on the need to reduce the chronic unemployment and poverty brought about by the political, social and economic inequalities of the apartheid regime. As part of an overall socio-economic development strategy, the Government (specifically the Department of Labour) is attempting to address unemployment and poverty through a number of Acts, policies and programmes aimed at empowering those groups historically disadvantaged by unfair discrimination also known as “historically disadvantaged individuals” (HDIs). Included among those groups designated as disadvantaged are people with disabilities who have historically been excluded from participating in society and employment. The reasons for this exclusion are numerous, but include aspects such as lack of access to education, training and employment opportunities as well as negative attitudes of society towards people with disabilities.⁴ The association between unemployment, poverty and disability is well recognized with people with disabilities being much more likely to be unemployed or economically inactive than the general population. This is true both internationally and within South Africa as reflected in the national baseline survey on disability of 1999⁵, the Census in 2001⁶ and the report presented by the Development Bank of South Africa (DBSA) in March 2005⁷. These documents also demonstrate the fact that women are always less likely to be employed than men both in the general and the disabled population.

The Constitution of the Republic of South Africa No. 108 of 1996, specifically Section 9(3), provides a strong basis for new policies and legislation aimed at reducing unemployment and poverty, especially amongst groups such as people with disabilities. This Section of the Constitution states that “*the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth*” (emphasis added). While the Constitution prohibits unfair discrimination, policies and legislation to ensure implementation are needed.

³ Schneider, M., Claassens, M., Kimmie, Z., Morgan, R., Naicker, S., Roberts, A., and McLaren, P. 1999. *'We also count!' The extent of moderate and severe reported disability and the nature of the disability experience in South Africa*. Community Agency for Social Enquiry (CASE) for Department of Health, South Africa.

⁴ Office of the Deputy President (ODP), 1997. *White paper on an integrated national disability strategy*. Pretoria. From www.polity.org.za/govdocs/white_papers/disability1.html

⁵ Schneider, M. et al., op. cit.

⁶ Statistics South Africa. 2003. *Census 2001: Census in Brief*. Report No. 03-02-03 (2001). Pretoria. www.statssa.gov.za

⁷ Development Bank of South Africa (DBSA), 2005. *The Employment of People with disabilities in South Africa*. Knowledge Management Division, Development Paper No. 170.

With respect to disability, one of the most important achievements of the post-apartheid government has been the development and adoption of an *Integrated National Disability Strategy (INDS)*⁸. One of the primary objectives of the INDS has been to facilitate the inclusion of disability-related issues into every aspect of governance. The INDS identifies key areas affecting people with disabilities and provides policy objectives, strategies and mechanisms for each area. One of these areas is that of unemployment and the INDS advocates removing barriers that result in discrimination in the workplace. All legislation should include positive measures to achieve equality for people with disabilities in the workplace. In terms of unemployment, the INDS lists the following policy objectives:

- the unemployment gap between disabled and non-disabled employment seekers must be narrowed;
- the range of employment options for people with disabilities must be broadened in order to provide occupational choice; and
- the vocational integration of people with disabilities must be facilitated regardless of the origin, nature and/or degree of disability.

The INDS has not yet been translated into specific legislation although many of its principles and recommendations are embodied in a number of pieces of legislation that concern all previously-disadvantaged population groups in South Africa, such as Black people, women and people with disabilities. Some of these and their related monitoring bodies are discussed below.

In 1998, the *Employment Equity Act (EEA)*⁹ was passed by the South African Government. This Act aimed to redress the disadvantages in employment experienced by those groups previously disadvantaged by the apartheid system, namely, Black people, women and people with disabilities. In the EEA, people with disabilities are defined as “*people who have a long-term or recurring physical or mental impairment, which substantially limits their prospects of entry into, or advancement in, employment*”. In addition to prohibiting unfair discrimination, the Act requires the implementation of affirmative action measures to ensure that Black people, women and people with disabilities are adequately represented in the workplace. This is to be done for people with disabilities, for example, by providing them with reasonable accommodation. The *Commission of Employment Equity (CEE)* is responsible for monitoring, evaluating and advising the Minister of Labour on the implementation of the Act¹⁰.

*The Skills Development Act No. 97 of 1998*¹¹ provides a framework for improving the skills of the South African workforce through national and local workplace strategies. Various forms of assistance are offered to people with disabilities, including an expanded number and range of learnerships leading to recognized occupational qualifications. Some learnerships will be designed to assist persons with disabilities to find work in the formal sector, while others will be designed to enable self-employment. In addition, a network of support measures aimed at

⁸ ODP, op. cit.

⁹ See www.gov.za/documents/index.htm for full document.

¹⁰ Commission for Employment Equity (CEE), Annual Reports from www.labour.gov.za/programmes/programme_display.jsp?programme_id=2670

¹¹ See www.gov.za/documents/index.htm for full document.

addressing the needs of people with disabilities after they have qualified is planned. The Skills Development Act also advocates providing an efficient and effective employment service to inform people with disabilities of the various support measures available.

In 1999, the *Skills Development Levies Act* was passed¹² which prescribes the way in which employers should contribute to the National Skills Fund. The fund is to be used to provide job creation, small business development and special assistance for youth, women, rural people and people with disabilities. The Act stipulates that all employers must pay 1 per cent of their workers' earnings to the Skills Development Levy every month (this amount is not to be deducted from workers earnings). The Levies Act also aims to promote workplace training as employers providing training for their employees are entitled to a partial refund of their yearly levy.

Another important piece of legislation for people with disabilities is the *Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000*¹³. This Act deals with the prevention, prohibition and elimination of unfair discrimination, hate speech and harassment. In terms of disability, the Act addresses issues around environmental accessibility as well as reasonable accommodation in the workplace. According to this Act, neither the state nor any person may unfairly discriminate against any person on the ground of disability, including:

- denying or removing from any person who has a disability any supporting or enabling facility necessary for their functioning in society;
- contravening the Code of Practice or regulations of the South African Bureau of Standards that govern environmental accessibility; and
- failing to eliminate obstacles that unfairly limit or restrict those with disabilities from enjoying equal opportunities, or failing to take steps to reasonably accommodate their needs.

The *Preferential Procurement Policy Framework Act No. 5 of 2000*¹⁴ is a piece of legislation that aims to enhance the participation of disadvantaged individuals and small-, medium- and micro-enterprises in the public tendering system. This works by using a points system and specific goals to give tender contracts to people or categories of people historically disadvantaged by unfair discrimination. Under this system, a contract will be awarded to the bidder with the highest number of points. Revision to the regulations contained within the Act in 2001 provide for points to be awarded on the basis of percentage HDI ownership, percentage HDI management, skills transfer to HDI employees and other initiatives within the organization aimed at supporting HDIs.

*The Code of Good Practice on the Employment of People with Disabilities*¹⁵ was produced in 2002 to assist employers and workers in understanding both their rights and obligations towards people with disabilities. The Code provides a guide to be used by employers, workers and organizations in the development, refinement and implementation of disability equity policies designed to meet the

¹² Ibid.

¹³ Ibid.

¹⁴ Ibid.

¹⁵ See www.labour.gov.za/useful_docs/ for the full document.

needs of their particular workplaces. It expands upon the EEA by interpreting the definition of disability as given by the EEA and explaining each of the three criteria which must be fulfilled in order for a person to qualify as disabled. These three criteria are:

- the person must have a physical or mental impairment;
- the impairment must be long-term or recurring; and
- the impairment must substantially limit their entry into, or advancement in, employment.

The Code further spells out measures to be taken by employers to ensure equitable representation and fair treatment of people with disabilities in the workplace. Such measures include:

- reasonable accommodation (without unjustifiable hardship) for people with disabilities;
- recruitment and selection processes;
- the retention of employees who become disabled during employment; and
- confidentiality and disclosure of disability.

*The Technical Assistance Guidelines on the Employment of People with Disabilities (TAG)*¹⁶ were produced in 2004. They are intended to complement the Code of Good Practice and to assist employers further in the practical implementation of their obligations towards people with disabilities as set out by the EEA. The TAG explains and provides a practical step-by-step guide to implementing the measures for employment equity contained in the Code. In addition to international experience and good practice, the TAG was developed with specific reference to the experiences of employers, workers, trade unions and people with disabilities across South Africa. Thus, the TAG includes numerous examples of situations that employers may be confronted with and provides potential solutions to these scenarios. The TAG also explains the affirmative action measures to which people with disabilities can have access, and provides practical ways in which they can prepare for and access any employment opportunities that may exist.

The two National Skills Development Strategies (NSDS)¹⁷ developed by the Department of Labour follow on from the Skills Development Levies Act of 1999, and identify the main areas to which income from the Skills Development Levy will be allocated. The NSDSs are intended to transform education and training by improving the quality and quantity of training provided. The strategies outline specific and measurable national targets aimed at achieving the broader goals of national legislation. As such, they provide clear and focused objectives, accompanied by success indicators. The aims of NSDS 2005-2010 are to:

- prioritize skills required for sustainable growth, development and equity;

¹⁶ *ibid.*

¹⁷ The first NSDS was launched in February 2001 and was for the period 2001 until March 2005. The second NSDS is for the period April 2005 until March 2010. See www.labour.gov.za/programmes/programme_display.jsp?programme_id=2674 for more information and for the documents.

- promote and accelerate the quality of training provided;
- promote employability and sustainable livelihoods through skills development; and
- assist designated groups to participate in accredited work and to acquire skills enabling them to enter the labour market and self-employment.

Equity targets underpin every objective of the NSDS; these targets state that the beneficiaries of the strategy should be 85 per cent Black, 54 per cent female, and 4 per cent people with disabilities.

The National Government has been successful in developing policies and passing legislation that is progressive in its scope in relation to people with disabilities. While implementation remains problematic, the current policy environment does promote the skills development of those people regarded as previously disadvantaged (HDI). With regard to people with disabilities, the aim is to decrease their dependence on social assistance and welfare services and move them toward meaningful employment and participation in society.

According to the Code of Good Practice on the Employment of People with Disabilities, “...when opportunities and reasonable accommodation are provided, people with disabilities can contribute valuable skills and abilities to every workplace, and contribute to the economy of our society”. Thus it is argued that the integration of people with disabilities into the workplace should be motivated from a strategic business and/or management perspective and not only in response to legislative requirements as set out by the EEA.

The above introduction into the South African legislative and policy context sets the scene for looking at the results of the survey and case studies in terms of what the experience is on the ground for people with disabilities.

3. Methodology

This section sets out how the data were collected and analyzed for the different components of the study:

- the survey of 318 respondents,
- 20 individual case studies, and
- four case studies of training institutions.

The main work was carried out by the PWG, but additional interviewers were recruited by individual PWG members and trained in carrying out the interviews using the survey questionnaire. These additional interviewers were either disabled persons or people working in the field of disability. For example, two Deaf students were employed to carry out interviews with Deaf respondents, and some social workers working with Deaf people or people with intellectual disabilities did interviews with those respondents.

Survey of people with disabilities

The terms of reference for the survey specified that the survey respondents should be stratified according to the following criteria:

- Skilled and employment status:
 - 50 per cent to be skilled and employed
 - 25 per cent to be skilled and unemployed
 - 25 per cent to be unskilled and either employed or unemployed.
- Type of disability - equal numbers of respondents with one of the four types of impairments considered in the study:
 - hearing
 - visual
 - physical
 - learning or intellectual
- The geographical location of the respondents should be spread out between rural, town and city locations.
- The gender distribution should be equal between men and women.

The decision was made by the PWG to focus on five of the nine provinces in South Africa. These were selected on the basis of their varying characteristics as well as the availability of the PWG members in close proximity. The provinces selected were:

- Western Cape – city and small town
- Eastern Cape – city, small town and rural areas
- KwaZuluNatal (KZN) – city and rural areas
- Gauteng – city
- North West – small town and rural areas

The allocation of interviews was done in a proportional manner and is reflected in Table 1.

Table 1: Allocation of number of interviews per province

Province	Type of impairment												Total
	Hearing			Visual			Physical			Learning/ intellectual			
	Skilled & employed	Skilled/ unemployed	Unskilled	Skilled & employed	Skilled/ unemployed	Unskilled	Skilled & employed	Skilled/ unemployed	Unskilled	Skilled & employed	Skilled/ unemployed	Unskilled	
KZN	8	5	5	8	4	4	8	4	4	8	4	4	66
Western Cape	12	5	5	8	4	4	8	4	4	8	4	4	70
Gauteng	10	5	5	8	4	4	8	4	4	8	4	4	68
Eastern Cape	7	4	4	8	4	4	8	4	4	8	4	4	63
North West	0	0	0	5	3	3	5	3	3	5	3	3	33
Total	37	19	19	37	19	19	37	19	19	37	19	19	300

In total, 318 people were interviewed and the interviews were undertaken as reflected in Table 2. The totals for the geographical location by province do not add up to the same totals for the different impairments as there were a number of missing data for the question on whether they were living in a rural or urban area.

Table 2: Realized sample of interviews per province

Province	Rural	Town	City	Type of impairment					Total respondents
				Hearing	Visual	Physical	Intellectual	Total	
KZN	37	20	28	33	27	39	18	117	91
Western Cape	7	30	42	19	17	26	20	82	83
Gauteng	4	19	39	21	13	10	9	53	64
Eastern Cape	24	30	6	14	19	30	30	93	69
North West	1	5	0	2	0	7	2	11	10
Total	73	104	115	89	76	112	79	356¹⁸	317¹⁹

¹⁸ The total of 356 is higher than the expected total of 318 as some of the respondents indicated that they had more than one impairment.

The selection of the individuals to be interviewed was done independently by each province. The PWG members contacted disabled persons' organizations (DPOs), training centres, employment agencies or used their own contacts to find people to match the required criteria and who were willing to be interviewed.

Once people had been identified, arrangements were made for a time and place for the interview to be carried out.

The sample of 318 people with disabilities is therefore a purposive sample which is not representative of the total population with disabilities in South Africa. While generalizations cannot be made from these results to all people with disabilities in South Africa, the results provide insight into the process of skills development for people with disabilities and its effectiveness in enabling them to obtain work, and indicate possible trends that could be investigated in further studies that have population based samples.

In terms of skilled and unskilled respondents, the results indicate the following:

- 104 were skilled and employed;²⁰
- 100 were skilled and unemployed;²¹
- Of the 86 who were not skilled, 36 (42 per cent) said they were currently working and 50 (58 per cent) said they were not working.

Skill and employment status were determined in several different ways. Whether a person was skilled or not was determined in three ways using two different questions individually as well as in combination. These questions can be found in the questionnaire which is provided in Appendix 1. They are as follows:

- Q16a): *'Have you had any vocational skills training?'* (Yes/No). This yielded 211 (66 per cent) who said 'yes' and 92 (29 per cent) said 'no'.
- Q17: *'Do you have other vocational skills that you have acquired informally?'* (Yes/No). This question taken alone yielded 166 (52 per cent) who said 'yes', and 127 (40 per cent) who said 'no'.
- A combination of Q16a) and Q17 was used where a positive response (i.e. skilled) was counted if a respondent said 'yes' to Q16a) or to Q17, i.e. if the person had formal or informal skills. Using this method, 261 (82 per cent) said 'yes' and 37 (12 per cent) said 'no'.

The results suggest that the best approximation would be the estimate provided by the responses to Q16a) alone, i.e. 211 skilled and 92 unskilled respondents, which is a reasonable approximation to the estimates required in the original sample. The responses to Q17 alone gave an estimate that was very low and the combination an estimate that was higher than sought.

Employment status was determined from responses to Q20 alone. Using this estimation and analyzed by skill status the following sample distribution was obtained:

¹⁹ One respondent did not have a code included.

²⁰ This number should have been closer to 150 skilled and employed if the full allocated sample had been realized as expected. An anecdotal comment made by the interviewers was that it was not always easy to find people with disabilities who were both skilled and employed.

²¹ This number should have been around 75 respondents.

- 146 (46 per cent) said they were currently working, while 156 (49 per cent) said they were not working currently. This is to be expected as the sample was selected purposively to have around 50 per cent (150) who were employed.
- Of those who were skilled (i.e. 211 saying 'yes' in Q16a), 104 (51 per cent) said they were currently working and 100 (49 per cent) said they were not working.²²
- Of those who were not skilled (i.e. 92 saying 'no' in Q16a), 36 (42 per cent) said they were currently working and 50 (58 per cent) said they were not working.²³

Case studies of people with disabilities

From the respondents in the main survey, 20 people were selected²⁴ to be interviewed for a further case study. The selection of these case study respondents was done by the overall study coordinator from the HSRC. PWG members would contact the coordinator when they had completed the interview with someone they felt would be a suitable candidate for a case study.

The criteria used for selection were similar to those used for the survey, but the emphasis was not so much on obtaining the right proportions of each category of disability type and skill and employment status as on finding people who were employed and had positive experiences of skills training and employment. Some of the case studies were also selected if they reflected some particularly bad experiences.

The aim of the case studies was to provide detailed information on people's experiences. In addition photos were taken of as many of the case study respondents as possible, excluding those who were intellectually-impaired.²⁵

Inventory of training institutions

About 400 questionnaires were sent out via e-mail and the post to various training institutions identified through an internet search as well as through word of mouth. Efforts were made to follow up by telephone and through e-mail to ensure an adequate response rate. With replies received from only 23 of the 400 targeted institutions, these data were not presented or analyzed any further. This led to this component being prematurely concluded and replaced by four institutional case studies.

²² The seven skilled respondents who did not indicate their employment status were left out of this analysis.

²³ The six unskilled respondents who did not indicate their employment status were left out of this analysis.

²⁴ In the end, 21 case studies were completed.

²⁵ Participants with intellectual impairment were not asked to give permission to be photographed as permission for this was not granted by the HSRC Research Ethics Committee. This is discussed further below in the section on ethical clearance.

Case studies of four training institutions

As mentioned above, the initial idea of generating an inventory of training institutions was changed. Four case studies of various types of training institutions were undertaken instead. The selection was made by the PWG to reflect different types of training institutions. These were:

- a rural agricultural training programme where people with disabilities have been trained in North West province;
- a rural coffin-making business employing people with disabilities amongst others in KwaZuluNatal;
- a town-based training and employment centre for people with disabilities in Mthata in the Eastern Cape; and
- a college in Durban, KwaZuluNatal that is making efforts to attract and integrate disabled students.

Research instruments

Survey questionnaire

The survey questionnaire was adapted from the existing one developed by the ILO for use in the four countries participating in the project. No questions were omitted, but some questions were added and response options clarified. The questionnaire is produced in full in Appendix 1 and comprised the following sections:

- *Personal information*: age, gender, marital status, population group, geographical location, people living with another person, whether has biological children and how many, other children to take care of, income and who is supported on that income, language, onset and cause of disability, type of impairment and activity limitations, and use of assistive devices;
- *Education*: highest level of education, type of primary and high schooling,
- *Skills training*: whether received vocational skills training, type, length, training format, where it was received, informal vocational skills training, and obstacles and facilitators to training;
- *Employment*: whether skills helped to find work, employment status, whether self-employed or not, type of work, whether using vocational skills, how long working, how found work, any previous work experience, cause of unemployment, obstacles and facilitators faced when looking for work, what could help to find work, whether get sufficient income from work, level of income, whether earning less because of being disabled and aspirations for the future; and
- *HIV/AIDS*: whether respondents thought that HIV/AIDS was an obstacle in acquiring training.

The questionnaire was administered by members of the PWG and others that they trained. As indicated earlier, the additional interviewers were a mixture of people with and without disabilities who were trained individually by the PWG member with whom they worked. For example, two Deaf sociology students were trained to

conduct 20 interviews with Deaf people in Gauteng. The selection of respondents was done using personal contacts, lists of contacts from DPOs, employment agencies, and so on.

The interviews were conducted in the language of the respondent and the questions translated accordingly. The interviews with Deaf respondents were conducted using a Sign Language interpreter or conducted by Sign Language users themselves.

Individual case studies

The individual case studies were carried out using the case study guidelines as a framework for the interview. The full guidelines are presented in Appendix 2. The main themes covered in the interview are:

- A timeline of the training opportunities taken up over the last five years.
- Detailed probing of the different training opportunities in terms of practicalities and the individual's experience of each.
- Ranking of the different training opportunities in terms of importance to the individual.
- Discussion of skills and employment including their definitions, the importance of getting skills, etc.
- Access to information on training and future aspirations for training and advancement in employment.

The interviews were conducted in the language of the respondent including Sign Language.

Training institution case studies

The training institution case studies were carried out using guidelines as the basis for the discussion. These are presented in Appendix 3. The main themes touched on include:

- Background information.
- What lead up to them being set up for training people with disabilities?
- What courses do they offer?
- What impairment needs do they cater for?
- What barriers do they face in recruiting disabled students?
- What strategies have worked in attracting disabled students?
- What employment opportunities are there for all students (including disabled students) completing skills training?
- Numbers that have been trained of disabled and non-disabled, broken down by gender if they have the information.
- Generally, what barriers and facilitators do people with disabilities experience in trying to get vocational skills training?

- What suggestions do they have for ensuring adequate training of people with disabilities that leads to employment?

Analysis

The quantitative survey data were captured using SPSS and simple frequencies and cross tabulations calculated. No tests of statistical significance were applied as the nature of the sample does not allow for these.

The individual and institutional case studies were analyzed according to themes as set out in the guidelines as well as those arising from the interviews and not covered in the original guidelines.

The analysis was focused on answering the questions identified at the beginning of this report as being:

- Are skills acquisition opportunities being accessed and by whom and what type of opportunities?
- Do these skills acquisition opportunities lead to employment in the open labour market?
- What are the major barriers and facilitators to skills development?
- What are the major barriers to employment?
- What overall effective strategies are identified in the survey and case studies?

Ethical clearance

Ethical clearance was obtained from the HSRC Research Ethics Committee for the study. The Committee agreed to all the study components except for asking permission of case study respondents with intellectual disabilities to take photographs. Thus no photographs were taken of these case study respondents. This was refused despite attempts to argue that the permission would be obtained through careful explanation of the request and would thus be an informed consent by both the persons themselves or by the person's legal guardian. This refusal could be seen as a protection of these people with intellectual disabilities, but also as a way to keep them hidden, a less desirable outcome.

Each person interviewed or participating in a case study was given verbal information on the project as well as a written information sheet in English to take home. The information sheet included contact numbers of the research coordinator. In addition, every person was required to sign a consent form to participate in the survey and to be interviewed for the case study if selected. Consent was also given by the case study respondents to be tape recorded and photographed, except for those with intellectual disabilities who were not given the opportunity to be photographed as stipulated by the HSRC Research Ethics Committee.

4. Results of the survey

This section presents the results of the 318 interviews starting with background information on the respondents, followed by aspects of their education, skills training and, lastly, employment in relation to skills acquired.

The tables in which the data are presented are not included in the text, but can be found in Appendix 5.

Brief points about how to read the results

Each question had a different number of respondents or 'N'. The reasons for this are in part because some questions had to be skipped if a certain answer was given in the preceding questions, in part because respondents were free to refuse to answer certain questions, and in part because possibly not all the questions were adequately understood by the respondents. The number of those who responded for each question is given as the 'N'; for example, N=318 or N=174, etc. The tables indicate the number of missing responses where this is felt to be relevant. For example, some questions about employment were only asked of those who were employed, and some about skills training were only asked of those who had undergone skills training.

Background information on the respondents

Respondents were, as far as possible, interviewed at their place of convenience at home, at work and/or at a central point easily accessible to both the interviewer and interviewee.

Population group, geographical location and language

All four of the primary population groups in the country were represented in the sample. These are Black, Coloured, Indian and White (as defined in the Census) represented in the sample in the following proportions:

- Black Africans: 181 (58 per cent);
- Coloured: 53 (17 per cent);
- Indian: 22 (7 per cent);
- White: 55 (18 per cent).

This distribution correlates roughly with the country's total population which is categorized as predominantly Black African, with Whites being the second largest population group.

Most lived in city areas (39 per cent), followed by town areas (36 per cent) and rural areas (25 per cent).

The most common languages used were:

- Xhosa: 70 (25 per cent) the main African language spoken in the Western and Eastern Cape provinces;
- English: 71 (23 per cent) spoken in most provinces;
- Zulu: 56 (18 per cent), the main language spoken in KwaZuluNatal;

- Afrikaans: 55 (17 per cent), spoken in most of the provinces;
- Sign Language: 30 (10 per cent) spoken by the Deaf respondents;
- Other languages: 24 (7.5 per cent).

The gender, age and marital status

The sample included 134 (43 per cent) females and 178 (57 per cent) males. The age ranges were from just below 18 years to over 55 years (see Appendix 5, Table 5). The age distribution was divided into six categories ranging from 18 years and below, up to 55 years and above with the majority being between 18 and 45 years of age. This is an important age grouping to capture in the sample as it reflects the life phase during which most people engage in further learning and skills development activities and enter the job market and progress within the job market. This study aims in part to describe how people with disabilities as represented in this sample have progressed at this critical phase of life in South Africa.

The majority reported that they were single (238; 76 per cent). However, since there were no separate categories for divorced or widowed people this figure would have included these categories. Only 20 per cent (64) said they were married, while the remainder indicated that they were cohabiting (4; 1 per cent) or responded 'other' arrangements (8; 3 per cent).

When asked if they had any biological children, 111 (45 per cent) said they had no children, while 108 (44 per cent) said they had one or two children, and only 23 (9 per cent) said they had three or more biological children. In addition, when asked if they had other children that they had to look after, 79 (27 per cent) said 'yes', while 217 (73 per cent) said 'no'.

Education levels

A high proportion had only up to four years of completed schooling (30 per cent), while 24 per cent complete between 10 to 12 years, and only 18 per cent had tertiary education. However, 147 did not give answers to this question and these results should therefore be interpreted with caution. Those with hearing impairment were the most likely to only have up to four years of schooling (35 per cent) and those with physical impairments were the least likely to have only this level of schooling (25 per cent). Those with physical impairments were the most likely to have tertiary level education, with the other three impairment groups having between 9 and 10 per cent with this level of education. Because of the high level of missing data, these results were not used for further analysis as it would bias the results significantly.

Availability of income and people supported on the income

Up to 79 per cent of the sample population indicated that they did have an income. In this study, the government grant is considered income. However, the data cannot be disaggregated into income from a government grant or from paid employment. Eighteen percent seemed to have no income, while 3 per cent did not provide this information.

Due to the nature of disability and support needed by the disabled person, it is expected that some people with disabilities live with other people in their

households. The respondents confirmed this, as only 3 per cent indicated that they lived alone.

While most live with three to seven people in their households, most of them seem to support between one and five people in their household.

Types of disabilities

The study targeted specific types of disabilities or impairments as listed in Table 6 of Appendix 5. Also reflected in the table is the number of impairments respondents reported that they have.

The category of 'other impairments' referred to in the table include impairments such as 'cannot talk', hemiplegia, epilepsy, diabetes, asthma, heart condition, cerebral palsy, amputations, and so on. When the data were analyzed to see how many people only gave 'other' as their response to this question, most seem to have indicated another impairment in addition to 'other'. Many of the specified conditions under 'other' should in fact have been described by respondents as a medical condition, for example, asthma and diabetes.

The data were analyzed to see how many impairments individual respondents indicated that they had. The results are:

- 197 had only one impairment (62 per cent)
- 59 had two impairments (19 per cent)
- 24 had three impairments (8 per cent)
- 13 had four or more impairments (4 per cent)

The information on impairments was missing for 25 (8 per cent).

Impairments are problems that people have at the body level, such as muscle paralysis, loss of vision or hearing, a language problem, and so on. Impairments may also be manifestations of an underlying health problem. Impairments are one of the three levels of disability described by the International Classification of Functioning, Disability and Health²⁶ (ICF). The second level is that of the whole person undertaking complex activities. Examples of these activities are: seeing and hearing, communicating, walking, getting around, learning, social interactions, remembering and concentrating, self care and schooling or employment. The third level of disability is that of participation where the individual plus the environment interact to result in a greater or lesser extent of participation in various activities such as those listed above. For example, many people with disabilities experience participation restrictions in schooling and/or employment because of negative attitudes that are barriers in the environment.

Questions were included in the questionnaire asking about the difficulties people had in doing these activities. The responses provided could be 'no difficulty', 'some difficulty', 'a lot of difficulty' and 'unable to do'. These responses were recoded to reflect a 'yes' or 'no' response. All responses indicating some difficulty ('some' through to 'unable to do') were coded as being 'yes' and all 'no' responses

²⁶ World Health Organization (WHO), 2001, *The International Classification of Functioning, Disability and Health (ICF)*, Geneva. www.who.int/classification/icf

remained as 'no'. The results for the number of respondents having an activity limitation are presented in Table 7 of Appendix 5.

A total of 171 (54 per cent) confirmed that they experienced one or more activity limitations while 91 (29 per cent) of them indicated no activity limitations. A further 56 (18 per cent) did not answer this question, but the reasons for this are not clear from the data.

Causes and age of onset of disability

The main causes of disability reported were medical conditions, such as polio and/or other infections and illnesses (28 per cent), with 20 per cent reporting the cause as being an accident, 37 per cent reporting that their disability was caused 'at or before birth'. The response 'other' cause was reported by 16 per cent.

More respondents (178; 56 per cent) indicated that the onset of their disability was at childhood / adulthood and a lower proportion (125; 39 per cent) indicated the onset to had been at birth. For those who indicated an onset after birth, 49 (28 per cent of 178) said the onset was below the age of five years and 18 (10 per cent of 178) between five and ten years. The remainder (62 per cent of 178) indicated that the age of onset of their disability was after ten years of age.

A small proportion of the interviews had this information missing (15; 5 per cent). Only those who said their impairment occurred after birth were required to answer the question on age of onset. Because of the unfortunate overlap of responses on the two questions on age of onset, these data were not useful to identify a clear separation of respondents with early or later onset, thus limiting the analysis of the effect of this factor on skills training and employment.

Use of assistive devices

The extent of difficulty experienced by a respondent could lead to a need to use one or a combination of assistive devices. These include devices like crutches, a wheelchair, hearing aids, glasses, a white cane, etc.

The results indicate that 57 per cent make use of assistive devices while 39 per cent indicated that they do not use assistive devices. A further 4 per cent did not provide this information. The types of assistive devices used included:

- hearing aid (28);
- wheelchairs (35);
- artificial limb (8);
- built up shoes (5);
- glasses (27);
- walking stick (6);
- calipers (8);
- crutches (28);
- white cane (6);
- computer (3);
- cellular phone (3);
- magnifying glass (2);
- Braille (1);
- flashing door bell (1).

A number of respondents indicated that they used more than one assistive device and not all those who used a device indicated the type of device.

Skills training

This study aimed to establish the following:

- Are skills development and training opportunities accessed?
- Key variables (for example, disability type, type of skills development, area, age and gender), that have an impact on the acquisition of skills training;
- Length of skills training by disability type, area, age and gender; and
- Have skills acquired led to employment?

This section summarizes findings regarding access to vocational skills training by type of disability, category (for example, gender, area and age), type of vocational skills and length of skills training.

Formal and informal skills training

Of the 318 respondents, 211 (66 per cent) reported receiving formal skills training and 92 (29 per cent) did not receive formal skills training. When considering informal skills training, 166 (52 per cent) said they had acquired skills informally while 127 (40 per cent) said they did not obtain skills informally.

The results cannot be generalized for the total disabled population, but they do raise questions for discussion and further verification. The figures presented in Table 3 below shows the proportion in each disability type that indicated having formal or informal skills. For example, out of 73 who were visually-impaired or blind, 55 (75 per cent) indicated that they had formal skills training and 18 (25 per cent) did not have formal skills training.

The more commonly-mentioned formal skills training received include the following:

- boiler making, carpentry, welding, woodwork;
- cleaning;
- caring for disabled and older people;
- sewing and cooking;
- leather work;
- secretarial, administration and general office skills, including answering telephones;
- call centre skills;
- computer skills;
- weaving (including cane weaving);
- environmental health;
- leadership, counselling and ministry;
- public management;
- sign language instruction;
- hairdressing;
- Community-Based Rehabilitation (CBR);
- graphic designing and photography.

The informal skills training that people reported as receiving include, for example, the following:

- life skills and counselling;
- arts and craft;
- sewing;
- cooking;
- cleaning;
- communication;
- computer skills;
- working in a business context such as in a shop or running a flea market stall;
- gardening and planting;
- repairing cars, radios and cell phones;
- community involvement and participation;
- awareness-raising; and
- sports and singing.

Table 3: Access to vocational skills training by disability type

Type of Vocational Skills		Impairment			
		Learning / Intellectual	Visual	Hearing	Physical
Formal	Yes	45 (63%)	55 (75%)	59 (69%)	79 (72%)
	No	26 (37%)	18 (25%)	27 (31%)	30 (28%)
Informal	Yes	35 (46%)	34 (49%)	55 (67%)	57 (56%)
	No	41 (53%)	35 (51%)	27 (33%)	45 (44%)

A number of respondents indicated that they had both formal and informal skills training. Out of the 282 who answered both the questions:

- 116 (41 per cent) received both formal and informal skills training
- 85 (30 per cent) received formal training, but no informal training
- 45 (16 per cent) received informal training, but no formal training
- 36 (13 per cent) received no training, either formal or informal

Type of vocational skills training: Full-time, part-time and in- or out-of-service

The data on the type of training is presented in Table 8 of Appendix 5.

Vocational skills training by area

The results show that people living in the city and/or a town were more likely to get full-time in-service training than those in rural areas. People in rural areas were more likely to access training full-time and not in-service. The formal infrastructure

of towns and cities could be clearly provided better opportunities for in-service training than in rural areas.

Vocational skills training by age

In this category no significant differences or trend was observed. Instead, all three age brackets showed a consistent pattern that higher proportions of the sample population generally acquired skills through full-time in-service training.

Vocational skills training by gender

In this category, a similar pattern to that for age was observed.

Vocational skills training by disability type

The data for the different disability types are presented in Table 9 of Appendix 5.

The results show that larger proportions of respondents for all four types of impairment were most likely to access training through full-time in-service training. People with intellectual impairments seemed to be the most likely to access full-time in-service training, and people with hearing impairment the least likely.

Length of skills training

The length of training was categorized as less than six months, between six and twelve months, one to two years, or more than two years. The respondents had to choose the category that best fitted their training.

The data on length of skills training are presented in Table 10 of Appendix 5.

Length of skills training by area

The results show that those living in rural areas were more likely to attend courses of six to twelve months' duration while people in towns were more likely to attend courses less than six months' duration.

The reverse seems to be the case among people living in the cities because the results suggest that they were more likely to attend courses of one year, two years or longer.

A possible reason for this trend is that city residents have more access to institutions and opportunities for longer-term duration training than those in rural areas or town. The trend of shorter courses in the towns compared to slightly longer ones in the rural areas is not clear. This could be an artefact of the sample.

Length of skills training by age

There were no important variances in the 25-34 age bracket. However, younger people 18-24 years of age were more likely to access training of two years and more while people in the upper age bracket (35-45 years) seem to go on courses of shorter duration (less than six months). Further research with a larger and more representative sample would be required to ascertain the validity and reliability of this trend. It could be that older people are building on their already acquired skills

while younger people are building up their basic skills and do this through attending longer courses.

Length of skills training by gender

There were no important differences between men and women. The only minor observation is that a larger proportion of males than females attended training for six months to a year, while a larger proportion of the females attended training of six months or less. Whether this finding is valid is a subject for further discussion and/or research. The effect of having household responsibilities might be a factor to look at in terms of the length of training for men and women.

Length of skills training by disability type

The data for the different disability types are presented in Table 11 of Appendix 5.

The findings indicate that:

- intellectually- and hearing-impaired people seem to be more likely to go for training of two years or more;
- visually-impaired people seem to be more likely to go for training of six months to a year;
- physically-impaired people seem to be more likely to go for training of six months or less.

The question of overall access to skills training by people with different disability types can only be addressed in a representative sample.

Organization of skills training in terms of who was responsible

The sector responsible for the training received was listed as being government, private, an apprenticeship or NGO. The category of apprenticeship was used by very few respondents indicating either that this is not a usual type of training or that this category was subsumed under one of the other categories. This would need to be investigated further before making any conclusions. It is not clear how learnerships were indicated in the responses as there were no response options given for these.

The data on where training was received are presented in Table 12 of Appendix 5.

The following trends can be observed in relation to where training was obtained:

- Respondents in rural areas and cities indicated that their last training was provided by NGOs whereas those in the towns seemed to have received their last training from government. This probably reflects the reach of government and NGO training within each of these geographical locations. This is supported by a comment made in one of the institutional case studies (OADP coffin-making project) that there were no training facilities run by the government in rural areas.
- The age group between 18-24 years seemed to have received their last training from government while the other two age groups indicated that they received their last training from NGOs or the private sector. This could be

linked to the younger age group accessing longer training generally and that such longer training is generally provided by government.

- Both males and females were most likely to have received their last training from NGOs.

When considering the type of impairment in relation to where the training was obtained, we find that the main providers of the last training for intellectually- and visually-impaired people seemed to have been NGOs, while for hearing-impaired people it seemed to be the private sector, and government for the physically-impaired people. This trend should be investigated further to determine whether it is a real trend or a mere artefact of the sampling. These results are presented in Table 13 of Appendix 5.

Barriers and facilitators encountered in trying to acquire vocational skills.

The respondents were asked to name the main obstacles that they had faced when trying to obtain training. The list of obstacles was not read out unless the respondent asked for examples or clarification. The response given was slotted into the most appropriate response category.

Table 14 of Appendix 5 presents the proportion of those who mentioned the different barriers or obstacles they had or were facing.

The most frequently-mentioned barriers were: lack of funds, lack of information and lack of awareness of providers. The least mentioned one was family responsibilities. There did not seem to be major gender differences, except possibly for family responsibilities. Nor were there major differences between the barriers noted by the different impairment groups. The exception is for transport which was mentioned frequently by those with physical disabilities.

The open-ended response given by the respondents yielded some additional barriers of importance. These included:

- lack of basic education such as literacy, a school leaving certificate, and of quality schooling as was often mentioned by Deaf respondents;
- lack of teacher availability;
- lack of sign language interpreters;
- a person being sick often.

Facilitators were explained by the interviewers as being aspects that make things easier to obtain training. Table 15 of Appendix 5 presents the results of those who mentioned the facilitators that they had or were facing.

The main facilitators mentioned were accessible buildings, willingness to train and access to information. Least mentioned were family support, awareness and transport. Again there were no apparent gender differences or differences between the impairment groups except for transport for the physically-impaired respondents and family support for the hearing-impaired and intellectually-impaired respondents.

The open-ended responses to the survey questions showed that there were a number of personal factors that were very important to consider in access to training. These include self motivation, putting effort into learning, and having a

positive attitude. Some comments made concerning aspects that make training easier were:

The will within

I learn quickly

What I am doing as natural life helped a lot.

Contextual factors were recognized as being important as well, as shown in the following comment in the open-ended questions:

“Training providers are nice to me and my family always supports my decision.”

The encouragement and support of the family, practical training, training with other people with disabilities and having a smooth transition from a school to a training context (for example, when training is an extension of school) were also mentioned in the comments on additional facilitators.

Employment

This study aimed to establish the following:

- the extent to which age of disability onset and gender play a role in determining employment status;
- the work context of those who were employed, including the type of work;
- how employed respondents found their work and the length of time they had been working;
- causes of unemployment;
- employment status by length of training, type of training and where trained; and
- barriers and facilitators to finding employment.

This section summarizes findings regarding employment and the link between skills development and being employed.

Employment status was determined by Question 20: ‘Do you have work currently?’ Of the 318 respondents, 146 said ‘yes’ and 156 said ‘no’. This suggests that it was difficult to find the required number of employed and skilled people with disabilities to fulfil the quota set for the sample. The reasons for this should be explored to determine whether this was due to the way survey respondents were found or whether it does reflect a low level of employment among people with disabilities.

Age of disability onset

The results of age of disability onset in relation to employment status suggest that onset ‘at birth’ is more likely to cause the person to be unemployed than if onset is later. For those who had an onset of disability at birth, 54 (46 per cent) were employed and 63 (54 per cent) unemployed. The reverse trend is noted for those with onset in child- or adulthood, with 88 (51 per cent) employed and 85 (49 per cent) unemployed. This is not a very strong trend and a further analysis of age of onset within the ‘child or adulthood’ category of onset shows this trend in a more significant manner.

If onset of the disability was early (before 11 years of age), the likelihood of being employed is lower than if onset is later (after 11 years). Of those with early onset, 52 (43 per cent) were employed and 68 (57 per cent) were unemployed. For those with later onset, 49 (58 per cent) were employed compared to 35 (42 per cent) who were unemployed. Of all those employed, the proportion with an early onset of disability was slightly higher than for those with later onset (52 per cent vs. 49 per cent). However, for unemployed respondents, 66 per cent had an early onset compared to only 34 per cent with later onset. These trends require further investigation using a representative sample.

Gender and disability type

When considering gender differences in relation to employment, females were slightly less likely to be employed than male respondents (46 per cent vs. 50 per cent respectively). This finding is reinforced by the results of the national survey on disability done for the Department of Health in 1998.²⁷ This survey did find significant differences between the employment of disabled men and women, where women were less likely to be employed than men.

With regard to the four impairment groups, the trend is that visually-impaired respondents were the least likely to be employed in the study sample. This group, together with the intellectually-impaired group, were the most likely to say that the skills they had obtained did not help them find work.

Table 16 of Appendix 5 presents the data on gender and disability type.

Work context

When asked the context of their work, the majority that were employed²⁸ indicated that they were employed by someone else (107, 76 per cent). Only 15 (11 per cent) were self-employed and 19 (13 per cent) seasonal or contract workers. Most of the employed were working in a formal private context (72; 52 per cent), and 51 (37 per cent) in the informal sector, and only 15 (11 per cent) were working within government.²⁹

Type of work

A list of different types of jobs was included in the questionnaire. This list is limited in its scope and suggests that there were very few professions that people with disabilities can engage in. The results show a very different picture as only 22 per cent indicated that they were doing one of the listed jobs. The remainder (78 per cent) used the 'other' category for type of work.

²⁷ Schneider, M., et al. op. cit. www.doh.gov.za/facts/index.html

²⁸ N=141

²⁹ N=138

Table 4: Frequency of mention of type of work as per list provided

Type of work	Frequency	Per cent
Switchboard operator	13	9
Shopkeeper	2	1
Leatherworker	3	2
Carpenter	1	0.7
care worker	9	6
machine operator	2	1
Other	108	78
Total	139	100

The type of current work undertaken by people with disabilities is clearly not well described by the 'traditional' list of type of work usually seen as being done by people with disabilities, as represented by the response options provided. Some of the categories that arose frequently in the open-ended questions include work such as: Sign Language instructor, TV presenter, director and script writer, actress, collecting tips from directing cars into a car wash, camera controller, administration, client service officer, development worker, public relations, housekeeping, clerical, Information technology, fundraiser, handyman, public relations and so on.

Finding work

Respondents were asked how they had found their work. The responses indicate that the main way in which people found work was through relatives or friends (41; 25 per cent), and NGO (37; 23 per cent) or 'other'. This highlights the importance of networks in helping find work. The issue of social exclusion becomes an important factor to consider, as people with disabilities may not always be able to access these networks. Placement agencies and answering advertisements seem to play little role as yet. The 'other' ways in which they found work were through 'door to door' calls, starting off with doing voluntary work, internal transfer, as well as school or service provider referrals. These responses reinforce the importance of social networks in finding work.

Length of work

The length of time that those employed said they had been working was between six months and three years, followed by greater than five years and three to five years. Few had been working for less than six months.

- less than 6 months: 17 (11 per cent);
- 6 months to 3 years: 58 (36 per cent);
- 3 to 5 years: 30 (19 per cent);

- >5 years: 55 (34 per cent).

Cause of unemployment

Few unemployed respondents gave problems with skills as the reason why they had lost previous employment. Many more indicated their disability and economic problems as being the reasons. Of the 86 who gave reasons why they had become unemployed, the reasons were given in the following proportions:

- economic problems: 26 (30 per cent);
- problems with disability: 33 (38 per cent);
- problems with skills: 2 (2 per cent);
- other: 25 (29 per cent).

The responses given under 'other' indicated other reasons for becoming unemployed, such as: termination of contracts, retrenchment, difficult working conditions and negative attitudes of co-workers, closing down of the business or restructuring, as well as having one's own reasons or not liking the job.

Employment status by length of training, type of training and where trained

When the responses were analyzed for employment status in relation to the training received, the results presented in Table 17 of Appendix 5 indicate that longer training seems to provide better employment opportunities followed by training of less than six months. The reasons that should be looked at to explain this phenomenon could be that longer training provides a better set of skills. This trend is confirmed when looking at the results of those skilled respondents who were not employed where those with shorter skills training were more likely to be unemployed.

Full-time in-service training, by its very nature, comes with employment. Thus the majority of employed respondents had received this type of training. However, the majority of those unemployed also had received full-time in-service training. These trends should be investigated further to determine, for example, if full-time training is only associated with employment for a set period of time rather than more permanent work or whether the majority of the sample were people who had received full-time in-service training.

NGO and private training seemed to provide the best opportunities for employment for the respondents. NGO training is often within the disability sector – that is, caters to disabled persons only - and employment also within the disability sector. This trend is maintained for the unemployed respondents who were skilled. This finding suggests that government training programmes were not reaching the intended recipients. This is confirmed by the comment made in the case study of the Okhahlamba Area Development Project (OADP) that government training programmes were not reaching the more rural areas.

Barriers and facilitators encountered in finding work

As for skills training, in the employment section, the respondents were asked about the barriers and facilitators that they faced or were currently facing in finding employment. They were not given a list to choose from, but examples of barriers and facilitators were provided if they struggled to understand the question.

Tables 18 and 19 of Appendix 5 present the proportion of respondents who mentioned each barrier or facilitator. They could mention as many as they wanted.

The most frequently-mentioned barriers were lack of jobs, lack of awareness of employers and lack of skills training. The least mentioned ones were mobility problems and inaccessible workplaces. This is to be expected as these would become problems more when the employment is already obtained. There were no apparent differences between men and women. There were no important differences between the four impairment groups except for mobility being mentioned by physically-impaired respondents.

In the open-ended questions, the more common comments made about the barriers to employment were the negative attitudes that see people with disabilities as less productive and costly in terms of assistive devices and reasonable accommodation. Some other related factors are discussed below with the results on the question about earning less because of being disabled.

The main facilitators mentioned were: good skills training (very high relative to the others), job availability and awareness of employers. Least mentioned were: good funding and role of the placement agency. There were no apparent gender differences, nor differences between the four impairment groups, except for accessible workplaces mentioned by the physically-impaired respondents.

From the open-ended responses, the following themes emerged as being important in terms of what makes finding employment easier:

- people helping to find work and to complete application forms;
- self-employment;
- good communication skills;
- good skills and a certificate;
- job availability;
- personal factors such as a positive attitudes, as highlighted in the following comments:

The will to go on living and the urge to be successful.

Probably my personality, outgoing personality, and never stepped back from a challenge.

What would help to find work

The respondents were asked what they thought would help them find employment. Table 20 of Appendix 5 presents the proportion of those who mentioned each of the aspects.

Respondents strongly expressed the need for training as a factor to improve employment opportunities for people with disabilities. This was followed by the need for support and awareness-raising among employers. This general trend was found across the different types of disability except for those with intellectual disabilities who mentioned assistive devices more often than awareness-raising. However, there were no indications from the responses what type of assistive devices were being considered.

Only 60 of the 318 (19 per cent) indicated that their income was sufficient. Those with visual disabilities gave the lowest 'yes' response followed by people with

intellectual disabilities. In terms of equitable pay, 103 (32 per cent) felt that they earned (or would earn) less because of being disabled. Some of the comments noted in the open-ended questions highlighted the reasons why people with disabilities see themselves as earning less than their non-disabled colleagues:

If I was not disabled, I could do more and people could use what skills and people see disability and not me.

As I am Deaf and physically challenged, my wages are lower than abled people.

Managers in other organizations earn considerably more than I receive; generally people take advantage of Deaf people because they are considered as stupid; the term Deaf and dumb implies Deaf and stupid.

Other reasons noted in the comments include:

- lack of formal qualifications;
- having a disability brings with it a number of additional costs which uses a large part of the person's income;
- having a disability grant means that a person will earn less to not overstep the limit allowed while remaining on the grant;
- people with disabilities are taken advantage of as employers do not think they (people with disabilities) understand what is going on;
- people with disabilities are desperate for employment and to be independent financially and, therefore, were often willing to take on jobs for lower wages. Employers also take advantage of this;
- people with disabilities have to work much harder to be recognized in the same way as non-disabled people and to prove themselves;
- people with physical impairments were less mobile and so were not as fast in completing tasks requiring mobility;
- few people reach the higher echelons of employment, such as managerial positions; and
- less opportunities for training and employment were available to people with disabilities and they thus have less opportunity to build up their skills and experience. This reduces their ability to command equal wages in the workplace.

While many comments raise these negative factors, a number said that they were earning the same as their non-disabled colleagues and were happy with their situation.

Future aspirations

At the end of the survey interview, respondents were asked about their future aspirations. Of interest is the fact that most made some comments in answer to this question and most of these had strong ideas on what they would like to see happening in their lives in the future. The main themes that emerge are:

- study further either to learn to read and write, get a school leaving certificate, or study further at a tertiary level;
- be independent and be able to support their families;
- to be married and have a family of their own;
- have enough money to open their own business;
- permanent employment and to advance in their career or a part-time position which did not demand too much and provided close supervision and support;
- stay positive;
- be involved in self-help projects;
- change in the technological environment and attitudes of others;
- take part in sports, movies, play music;
- help other people with disabilities accept themselves;
- be accepted by the community;
- have a centre for quick service with sign language interpreters; and
- train others, especially other Deaf people.

The following comments highlight a very human desire to be important in life:

My career is vice president!

I want to own a salon and employ non-disabled people.

I don't know, but I would like to be a popular somebody one day.

The two following comments made by respondents highlight, in the first comment, the roles of personal factors as well as external environmental factors, and in the second and third comments, the importance of skills development and employment for people with intellectual disabilities.³⁰

Some disabled people depend on their families and not attempt to improve their situation. They sometimes have self-pity. Some expect charity, employers discriminate against disabled people. Lack of accessibility and support in the workplace and co-operation between employer and employee with disability.

Two years ago, I was part of a project that enables intellectually disabled persons to have work and get skills. I have learnt a lot about myself and being able to do different things.

Being part of the skills development for me with intellectual disability has been good. Opportunities have come my way and I like it. I'm able to do things better now and learn about myself and people around me.

³⁰ The quotes are reproduced as written on the questionnaires except for minor changes to ensure that they are understandable.

Summary of findings

A number of important findings were apparent from the results of the survey component. However, these trends do require further investigation to determine the extent to which they apply to the whole population of people with disabilities.

For skills acquisition, the main points arising from the findings are that:

- a number of them received both formal and informal training;
- rural areas tend to provide opportunities more for shorter and out of service training compared to more in-service and longer training opportunities provided in urban areas;
- those with intellectual disability were the most likely to access full-time in-service training and those with hearing impairments the least likely;
- government training seems most available in towns, with NGO training being most available in rural and city areas;
- NGO training was the most likely source of training for intellectually- and visually- impaired respondents, with private training predominating for hearing-impaired persons and government training for the physically-impaired respondents. Further research should look at whether this is a feature of how these training services are organized or not;
- the main barriers and facilitators relate to issues of funding, access to information and awareness of skills training providers. The importance of receiving a decent quality basic education was also emphasized by a number of them.

For employment, the main findings are that:

- age of onset and gender both seem to influence the ability to find employment with early onset and being female both resulting in less opportunities for employment;
- the role of networks (family and friends, NGOs) are an important source of opportunities for finding employment;
- longer training seems to provide better opportunities for employment than other length of training;
- The majority who were employed had received full-time in-service training, although this was also the case for those unemployed. The benefits and constraints of full-time in-service training in promoting employment opportunities need further investigation in relation to other lengths of training;
- NGO and private training seem to provide better opportunities for employment, although this could well reflect the better coverage provided by these training providers compared to the training programmes provided by government;
- the main barriers and facilitators to finding employment were seen to be related to the availability of jobs, awareness of employers' skills training, although the role of a positive attitude by the person looking for employment was also raised as being an important factor;

- the need for training as well as raising awareness among employers were seen as important factors to assist in increasing employment opportunities;
- respondents felt that people with disabilities were paid less than their non-disabled counterparts because of negative attitudes towards them that mean they have to work much harder to prove themselves. The lack of skills and a desperation to obtain work means that people with disabilities often accept lower payment.

5. Results of the individual case studies

This chapter presents a summary of the main themes arising from the individual case studies. These are presented for all the four impairment groups together, with clear reference to what the impairment group is where relevant.

From the 318 respondents on the survey, 21 were selected to participate in a further interview looking at their experiences in skills acquisition and employment. This interview was based on similar themes to those covered in the survey, but with more detailed explanations. The interviews also elicited more open-ended responses from the participants than was possible in the survey. The interview guide is included in Appendix 2, although this was used as a guide rather than a strict schedule for the interviews.

The selection of the case study participants was done in a way to ensure inclusion of the four impairment groups and with an emphasis on those who have had positive experiences in the area of training and employment. The 21 case studies were distributed across the different provinces and contexts. Details of the 21 case studies in terms of the impairment types, the province, current employment and skills acquired are included in Appendix 4.

Themes

The case studies were analyzed according to themes predetermined by the case study guidelines as well as those that arose from the interview itself. The individual case studies were analyzed initially according to the following themes and cross-cutting issues were then gleaned from the data. The themes were:

1. psychosocial issues, including personal attitude, perceived attitudes of others, change in attitudes and empowerment issues;
2. career guidance;
3. facilitators and barriers for training including access to training, information, the physical environment, transport, assistive devices and financial assistance;
4. progression of skills training to employment through access to work subsequent to training including application for work and disclosure and availability of work in the chosen field; productive application of skills acquired;
5. working conditions including reasonable accommodations, such as workplace orientation, physical accessibility and assistive devices; equal pay for equal work; and duration of employment;
6. transition in work following onset of disability;
7. skills training whilst working;
8. successful strategies for skills acquisition at a personal, organizational and governmental level;
9. unsuccessful strategies for skills acquisition at a personal, organizational and governmental level.

Discussion of themes

1. Psychosocial issues and attitudes

All of the participants were working in different situations; some being employed, some self-employed and some working in protected workshops.³¹

At the level of the family, different attitudes were reported by four of the participants. Two of them reported that their families were happy that they were happy, whilst another participant reported encouragement and support from her family. The last participant commented that it was important for her to show her family that she was still the same person as she was before she became disabled.

Two negative themes emerged in relation to employers, including reports of discriminatory attitudes of employers and stereotyping of jobs for different categories of disabilities. This seemed to arise from the employers not perceiving the disabled person as having skills and vocational careers in their own right. One positive theme was that colleagues have encouraged and supported people with disabilities in their jobs, thereby increasing job satisfaction.

At the level of society, it was evident that the people with disabilities featured in the case studies felt that they were misunderstood. This was seen in terms of being underestimated and looked down upon which in turn were seen to influence their employment opportunities.

A predominant theme emerged on the changing of attitudes. Participants expressed that working and showing competence on their part had positively impacted on the way others saw them and changed the attitudes of others. For others, having work has had a positive impact in their own self-esteem. Some participants indicated that because of feeling empowered they were able to stand up for their rights in training and work.

2. Career guidance

Career guidance featured as a positive link for a number of participants in acquiring employment after school. Career guidance was useful for those participants who progressed from school to a protected working environment. Those who were not given career guidance showed tenacity in applying for positions even though it took time to acquire their present employment. In one instance, the participant continues to apply for positions in a field he would like to work in hoping for eventual success.

3. Facilitators and barriers to training

Access to training, information, the physical environment, transport, assistive devices and financial assistance were all seen as factors that, when present, create a facilitating environment for the disabled person. When these factors are not present, their absence creates significant barriers.

In terms of access to training, most of the participants indicated that they had access to formal or informal training. For those participants who work in protected workshops, the informal training they receive seems to be ongoing. A number of

³¹ These are usually subsidized by either the Department of Labour or Department of Social Development and provide some form of sheltered employment with varying levels of payment as wages.

barriers were noted in relation to access to training. These included: access restricted according to the availability of assistive devices, degree of family responsibilities, inflexible learnerships as well as their educational levels, age and communication ability.

Access to information covered two aspects: acquiring information about training and work opportunities, and accessing information once actively involved in training or work. In relation to the first, it appears that most participants gathered their information about training and work opportunities from friends, social workers, newspapers, radio, television and internal workplace memoranda. Where literacy was a factor, participants acquired information by word of mouth. In relation to the second aspect, in a few instances obtaining material in an accessible format to learn from or work with was problematic.

The barriers experienced in accessing information were restricted to issues around their disabilities; for example, the availability of trained sign language interpreters, access to training material in accessible reading formats and the extra time needed to explain theoretical material in the case of a participant with an intellectual disability. Other issues raised were that NGOs and those DPOs were not advising people with disabilities on where they could go for training and how and where to go to get information about training possibilities.

In terms of access to the physical environment, participants who experience physical disabilities indicated that accessible training and working environments would facilitate their participation. In one instance, the participant indicated that registering for distance learning courses or training on-site would facilitate his participation. Another participant indicated that her disability was severe and hence that she required an assistant. Furthermore, because of having an assistant, this masked some of the environmental barriers experienced by people with physical disabilities. No information regarding physical access came from participants either experiencing visual, hearing or intellectual disabilities.

The data on access to transport indicate that access to transport is a facilitator for training and work participation especially for people experiencing a visual or physical disability. They reported that a reliable and accessible transport system would be useful to facilitate their participation in training and work. This was especially noted for evening classes where regular scheduled transport is less available.

Access to assistive devices was definitely considered a facilitator to participation in training and work by people who experience visual disabilities, and in one instance a person with a visual disability who also had an intellectual disability. No comments on this topic were made by participants who experience either hearing or physical disabilities.

The comments made on access to financial assistance indicate that those participants who participated in formal or informal training had their training sponsored and hence this factor was a facilitator to skills training. The participants' training was sponsored by family, NGOs, employers or the Sector Education and Training Authority (SETA). Having to pay for training was seen as a significant barrier by participants because of their poor salaries (for those employed) and, linked to that, their family responsibilities.

In the main, the participants indicated that a practical component to their training was beneficial.

Irrelevant and non-contextual training was reported by only two participants. The first participant said that feedback from the training service provider after his assessment was not forthcoming and, hence, seeking to acquire further skills development training was a useless endeavour. The second was trained at school, but she reported that after leaving her special school there were no opportunities to advance her training and hence her training was irrelevant.

Trainer's impact on the trainee skills training was seen as a crucial factor to consider. Some of the participants indicated that their trainers accommodated them in terms of their impairments. In other instances, especially with those with hearing impairments, the type of language used, training contexts such as groups and unclear communication techniques, were all highlighted as being detrimental to the training process.

4. Progression from skills training to employment

The strategies to enhance the transition from skills training to employment are extremely important. In the main, the participants reported that there had been a concomitant progression from skills training to employment. For other participants, issues such as illiteracy and length of time in finding employment were inhibitors to a smooth progression from skills acquisition to work. Interestingly, a few indicated that although they found work after their skills training, they were not employed to do the work they were trained to do, but were employed in another capacity.

In terms of access to work subsequent to training, participants indicated that they acquired part-time or full-time work or started their own businesses after their training. Some participants were already working whilst doing their training.

Applications for work and disclosure of their disability status was seen as problematic for participants as, in the main, they had no training in how to go about looking for a job. These participants indicated that they acquired their positions through networking, friends or family contacts or with the assistance of NGOs. A few participants nevertheless continue to apply for positions in the open labour market. Data regarding the disclosure of a disability either in a CV or in the initial interview was not divulged by most of the participants.

There is a range of data on the availability of work in a chosen field from the information gathered from the participants. Some work in their chosen field; some work in jobs that they were not trained for; and some started off in jobs that they were not trained for, but have subsequently moved to jobs that they were trained for. Most of the participants were using either all or some of their acquired skills in their jobs.

5. Working conditions

Some participants reported that their working conditions were favourable. In one instance, the participant indicated that his working environment was hazardous to his health. One participant indicated that her employer refused to communicate in a way that catered to her impairment needs. Another participant reported that management was reluctant to offer him a different position in their organization.

In the main, participants reported that they were being reasonably accommodated by their employer. One participant reported that his employer had a lot to learn about reasonable accommodation, whilst another reported that she was only able to find out what to do in her job with the help of her brother.

Workplace orientation was not a theme that emerged with any significance in the case studies. In only two instances the participants found it useful to be orientated to their working environment prior to starting their job, but one was required to orientate himself to the environment for two weeks without pay.

Only two participants reported issues around physical accessibility. One stated that it was important for his working environment to be accessible whilst the other reported that his colleagues assisted him to go up and down the stairs.

It is clear from the data that people who experience visual disabilities rely heavily on assistive technology to function at work. No information was available from the participants with hearing, physical and intellectual disabilities.

Equal pay for equal work was an issue for people with intellectual disabilities who expressed dissatisfaction with the income they receive from the protected workshops. This theme was not raised by the participants with hearing, visual and physical disabilities.

In terms of the duration of employment, the participants reported a range in the length of their service from one to 31 years in duration.

6. Transition in work following onset of disability

Although many participants did not provide data regarding this theme, those that did indicated that they had to change their occupations completely after becoming disabled. One was a chartered accountant who struggled to find a way to continue in her profession. She decided to take up another job as it was easier than continuing to struggle with accounting. A second person had signed his contract to start police training shortly before he was injured and became physically disabled. The lack of flexibility in the training and the need to complete both physical and theoretical components in the training meant that he had to abandon the training and find something else.

7. Skills training whilst working

A high proportion of the participants indicated that they were receiving skills development training at the time of the study, and others indicated that they wanted to continue their training, but were not participating in training at present. One participant indicated that he would register for distance education courses because his employer did not offer on-site skills training. Yet another reported that his family's financial obligations precluded him from participating in further skills development programmes.

8. Successful strategies

In the main, participants' personal strategies to acquire skills training and concomitant advancement are working. The reasons for their success vary, but an example is a participant who has chosen distance education as a solution to unfriendly physical environments.

Six organizational level strategies emerge from the data that are impairment related. These are summarized below:

- An adult basic education and training strategy is facilitating the progression of Deaf persons in accessing educator training.
- Distance education institutions' marketing strategies are effective and attractive to people with physical disabilities in that distance learning has no environmental access barriers.
- An NGO's strategy to train people with visual disabilities as switchboard operators is effective.
- For people with intellectual disabilities, training has been very specific to the individual's impairment, aspirations and interests. The main example of this is the way in which the organization of one participant's work activities has been planned around his impairment needs. He has an intellectual disability as well as being partially sighted. He is employed in a protective workshop where he works in the garden looking after pumps and washing cars in the morning and in the main protective workshop in the afternoons. This accommodates his desire to work outside, but also catering for his sight problem that requires him to be out of the bright light in the afternoons. The protective workshop has combined his job description to meet his interests as well as meeting his impairment.
- Structured support in the working situation helps the individual.
- A supported employment approach involving a job coach working with people with intellectual disabilities is a positive strategy.

At the Governmental level, the data indicate that people are benefiting from policies in that they were using policies to obtain different positions. In addition, training to train official staff in government service is starting to trickle down to the coal face and bearing fruit in improving the access to employment opportunities for people with disabilities.

9. Unsuccessful strategies

A number of personal strategies, according to the participants, were not working due to barriers in the environment. These include: negative attitudes; lack of access to training and to finance; breakdowns in communication with service providers; recent onset of disability; lack of transport after working hours; the inability of service providers to keep up with client needs; environmental access barriers; and lack of access to assistive devices.

At the Organizational level, the participants indicated that there were a number of organizational strategies that give rise to barriers that affect people with disabilities. These include: negative attitudes; inflexible training programmes; no assistance to find work after training; not facilitating access to assistive devices; communication breakdown; and not facilitating access to bridging finance.

At the Governmental level, the participants said that a number of government strategies create barriers for people with disabilities. These are: the method of disseminating information about policy and methods of accessing finance for assistive devices; lack of progress in making the environment accessible; and an

education system that is unable to cater to the requirements of people with disabilities.

Summary of case studies

The case studies highlight a number of important themes in the area of skills development and employment of people with disabilities. They show the many challenges faced as well as benefits reaped from being employed. The attitudes of co-workers and employers were challenged and self-esteem of people with disabilities is increased through integrated employment opportunities.

Access to training, information, the physical environment, transport, assistive devices and financial assistance were all seen as factors that, when present, create a facilitating environment for the disabled person. When these factors are not present, their absence creates significant barriers.

Career guidance, as well as a well-planned progression from schools to skills training and to employment, are clearly important strategies. Participants commented on their lack of training on how to apply for jobs and how to manage issues such as disclosure of their disability status when applying for a job. Employers were reported to be reasonably good at providing reasonable accommodation although they still have much to learn on this issue.

Some successful strategies were described, such as using a distance-learning approach to overcome physical barriers in getting to the training, facilitating work by people with intellectual disabilities through job coaches and providing strong support within the workplace. At the government level, the policies in place provide people with disabilities with a good case for pushing for changes in the workplace.

Some negative aspects and unsuccessful strategies that remain include: negative attitudes of employers, poor dissemination of information by government and organizational policies that create barriers for people with disabilities, such as inflexible training and employment practices.

6. Case studies of training institutions

This section reports on the main themes arising from the four case studies with training institutions. At least one person from each of the institutions was interviewed as well as a site visit being made to the training centre. Additional documentation and websites were also consulted. All four institutions were selected because they present different approaches to training and were located in different areas. But all four were involved in training people with disabilities with the aim of providing them with skills for a sustainable livelihood. Each case study is presented in its entirety, followed by some general comments summarizing the main issues.

The main themes covered are:

- the history of how the project or institution was set up;
- its approach to training and general philosophy;
- how disabled trainees are recruited;
- the training courses offered;
- the assessment and structure of the training;
- how training leads to employment;
- overall strategies used and how well they work;
- barriers and facilitators to training; and
- general comments.

The four training institutions featured in the case studies are:

- Ikhwezi Lokusa Rehabilitation and Development Society (Ikhwezi Lokusa) situated in Mthata, Eastern Cape;
- Dynamic Training Centre (PTY) Ltd (DTC) situated in Swartruggens in North West Province;
- Okhahlamba Area Development Project (OADP), a coffin-making project, run by a person with a low spinal cord injury and situated in rural KwaZuluNatal; and
- Oval International Computer Education College situated in Durban, a metropolitan centre in KwaZuluNatal.

A. *The Ikhwezi Lokusa project*

This case study involved mostly observation of the project, with some discussion with staff and follow up of information from the website.

History

The Ikhwezi Lokusa project started with a particular focus on training people with disabilities, focusing on rehabilitation and raising self-esteem and dignity of people with disabilities as suggested in the quote below:

In this quiet, therapeutic environment, personal creativity is encouraged and current new designs, especially in beadwork, are supported. The

positive experience of producing saleable goods raises the dignity of each individual. (Ikhwezi Lokusa website: www.ikrehab.co.za)

The project was started by the Mariannhill Missionary Sisters of the Precious Blood in 1958 initially as a special school for children with severe physical disabilities. The rehabilitation and development project was only started once the first children reached school leaving age and were not able to continue because of limited academic achievement. This new project, initiated in 1972, was named the Ikhwezi Lokusa Rehabilitation and Sheltered Employment Society. The aim of the project was:

...to help the youth meet the demands of society and to develop themselves to full capacity. Those who did not attend Ikhwezi Lokusa School were also accepted and assisted in achieving their potential. (Ikhwezi Lokusa website www.ikrehab.co.za)

The initial project ran four workshops (pottery, sewing, arts/craft and leatherwork) and these provided informal skills training. However, this was changed into a formal skills training programme and renamed the Ikhwezi Lokusa Rehabilitation and Development Society in 2004.

Approach and philosophy

This project focuses on rehabilitation and self-fulfilment of people with disabilities. The employment aspect is something that has developed more recently and has not as yet taken off very well as suggested by comments on needing to develop markets. This is reflected in the following quotes from the website:

It is of great importance that the district Municipality and other parties concerned build places/centres where disabled crafters from different local municipalities and sectors can meet and work as a group producing all kind of products. This will contribute to the development of the Province, the fighting poverty and unemployment and will encourage tourism. With the two new Centres recently inaugurated (Craft Hub and Nelson Mandela Museum) it is hoped that people will have future prospects in these places.

Recruitment of disabled trainees

In the Ikhwezi Lokusa project, all physical and mental impairments are catered for except persons with severe mental disability. Entry criteria include the following requirements:

Students should:

- either have physical or mild mental disability;
- be independent in self-care and in activities of daily living;
- not require ongoing nursing care; and
- be 18 years or older.

Recruitment is not an issue as the project has referrals from various service providers and schools for disabled children. The trainees come in January and are assessed before starting the training in March. If the person does not succeed after one year, they are given a second year. Only people with intellectual disabilities who are trainable are accepted for training. However, information on how this was determined was not available.

Courses offered and structure of training

The Ikhwezi Lokusa project provides courses in pottery, sewing, arts/craft and leatherwork. These are organized in different workshops that train varying numbers of students. The sewing course runs for 15 students at a time and lasts for eight months with weekly tests and two evaluations. There is a final evaluation which is certified by the Walter Sisulu University of Technology.

The leatherwork course trains about 12 people with a physical and/or intellectual impairment. The training is a formal skills training programme, where trainees are taught to make leather goods and learn basic business skills. The course also lasts eight months and evaluated and certified by the Walter Sisulu University of Technology.

The craft training course caters to about 20 people with a physical and/or intellectual disability. This programme does not provide certified training as yet. The length of placement in this programme can be up to five years. Trainees learn the techniques of beadwork, silk-screening, painting, drawing, weaving and other handcrafts.

The pottery programme trains around 15 people with disabilities in formal skills in using and maintaining pottery machines and using various materials. The training is evaluated and certified by the Walter Sisulu University of Technology.

Training for work

The Ikhwezi Lokusa project is very focussed on rehabilitation of people with disabilities and has seemingly not, until recently, prioritized the marketing side. However, the project is clearly looking at ways to market the goods that are made by the trainees. It has been possible to create a market for 'fine clerical garments' from the sewing programme. It is not clear what efforts are made to assist trainees to find employment beyond the centre.

Some of the strategies that were mentioned included contacting the Grahamstown Arts Festival held in Grahamstown, Eastern Cape, annually; as well as local tourist associations (for example, Wild Coast Hotel Association); approaching universities to make buildings accessible, educating parents and staff; and encouraging trainees to set up groups and businesses. Other suggested strategies included setting up a job placement service with a dedicated Placement Officer; exploring tendering opportunities; establishing a disability entrepreneurial centre; achieving inter-government/departmental collaboration on priority sets of projects; and, finally, conducting surveys to obtain statistics on the needs of people with disabilities. This list includes some very general suggestions that go beyond what is achievable in the short term, and require efforts beyond those of the project.

The impression gained from the interview was that the move from training to work is neither simple nor easily achieved.

Barriers and facilitators

Many barriers were noted by the Ikhwezi Lokusa project and included the following:

- after training, there is no work;
- job placement services are not available;
- wastage and abuse of disability grant;

- 'there is no economy' in Mthatha;
- breaking down the barriers, and negative attitudes among employers;
- special programme units in government departments 'do not know anything about disability';
- government posts change or there is a reshuffle, requiring the development of working relations with new people who are unaware of programmes/projects. It's not clear whether the information in reports is going to the right people;
- there is a shortage of skilled professional staff such as physiotherapists and speech therapists;
- lack of statistics on the needs of disabled persons;
- in some villages, disabled person are still being hidden - people are afraid to come forward;
- there is no departmental collaboration within government;
- 'a lot of talk, not too much action'; and
- no teachers trained in special education.

In contrast, a number of facilitators were reported in the interview. There included a well-established and accessible training facility at the Ikhwezi Lokusa project, a newly-established craft hub, (although it was also noted that crafters there do not know what to do with the craft), opportunities to tender, seed funding for small structures, and a proposed cyber café for the Centre.

B. The Dynamic Training Centre (DTC)

The Chief Executive Officer (CEO) and owner of DTC, an agriculture trainer and several ongoing projects were visited.

History

The DTC was set up in the 1980s as a business venture by the current owners focused on training in the areas of agriculture, sewing and hospitality. With changes in the Government from 1994, the company adapted to the new requirements for training and are now providing predominantly agricultural training in rural areas of North West Province and extending into neighbouring provinces as well.

While DTC has trained some people with disabilities, this is not their specific focus, but it does ensure that any people with disabilities who attend courses have their impairment needs clearly identified and addressed through various accommodations.

The DTC 'strives to provide training of a very high standard that can be used as a life-long asset for both skilled and unskilled people'. (Quoted from a DTC brochure).

Approach and philosophy

The approach used by this project is to work within existing projects (for example, a self-help project) and train people within that context. The training is mobile and goes to the projects. An assessment is made of the project, the stakeholders, the people's needs in terms of training, and a training programme is set up in relation to this assessment.

The philosophy of this project is one that looks at integrating needs of all people whether they be disabled or not, having low literacy or are educated, within the training. The managers of the DTC want to ensure that the training provides good theoretical and practical training to maximise the potential of that project to succeed. The approach to training people with disabilities was described by the CEO as being rather ad hoc, but a very willingly adopted commitment as described in the following quotes:

I can't select and say I only want this one, because that would be discrimination. Most of the providers will push aside the disabled person and say, no, I cannot train this person, people, because of this and this and that is not the real story. So if the group is given to you and there are ten disabled people then you must cope with that ten, if there is only three then you must cope with that three.

If I move to a project and they give me only disabled trainees, I will train them also, because we treat trainees as normally as possible... What is normal, when you can draw the line with normal?

Recruitment of disabled trainees

As described in the quote above, DTC does not have specific strategies for recruiting people with disabilities, but when they are included in the project groups they are accommodated willingly. Furthermore, at the start of any training course, impairments are often identified in the trainees (for example, need for glasses) and these are addressed by sending the person to be assessed for glasses as well as adaptations made in presenting the training material.

Courses offered and structure of training

This project works through the Agricultural Sector Education and Training Authority (AGRISETA) as well as the Department of Labour training programmes. The DTC is accredited to run various courses or train on a number of 'unit standards'. The focus is agricultural work such as land preparation, planting and treatment of various plant diseases, as well as sewing and hospitality courses. All courses are accredited and certified via the AGRISETA or Department of Labour.

The courses range from 20-day courses through to learnerships of 150 days. The structure of the course varies depending on the needs of the projects and learners. The training is provided within projects at the location of the project. The training is planned through careful assessment and discussion with the project members and the stakeholders (for example, funders of the project). The content of the course is decided on after this initial assessment and with the aim of making the project sustainable.

Training for work

In this project, the emphasis of training is squarely on creating sustainable livelihoods and this is why the training occurs within existing projects. The careful assessment at the start of the project is designed to maximize success and support is provided for a further two years after the training on a decreasing basis, to assist with problem solving. The comment was made that this support is essential as the training of 20 days often does not equip people to be sufficiently

skilled when problems arise. The projects are often given more than one course of 20 days training.

Barriers and facilitators

The willingness of people to be trained and work in the area of agriculture was often cited as a determining factor in whether a project was sustainable or not. The comment was made that many young people are not particularly interested in agriculture, but are being pushed into agricultural training.

Other barriers to sustainable projects after training were the level of training of project managers. If managers do not have the same training, it creates jealousies and tensions between the members with different responsibilities. Funding was another barrier, although with readily available government funding for projects and training as well as many donor funders, this does not seem to be an insurmountable problem. The problem of adult basic education was seen as an important factor to consider and the lack of funding for paying a trainer is often a barrier as the funding for the main skills training does not cover this aspect of training.

The facilitators are clearly seen as starting with an existing project and willing trainees. The role of strongly-motivated individuals or even just one individual within the project seems to be an important factor in determining whether the project is sustainable after the training.

C. *The Okhahlamba Area Development Project (OADP) (coffin-making project)*

This case study was done through an interview with the initiator and manager as well as a visit to the project. The quotes provided are all from the person interviewed.

History

The OADP coffin-making project arose out of a request from the Working for Water project (which employs people to cut down non-indigenous trees) to use the timber for making the coffins, as well as through an aim to train young unemployed people, orphans, people living with HIV/AIDS and people with disabilities to become independent. While the project has had funding from various donors, it has faced and continues to face difficulties in obtaining the required funding to train as many people as they would like. The project seemed to arise from an individual's vision of what he sees as important for poor people to undertake, that is, to develop ways of being self-sufficient.

Approach and philosophy

The approach used by the person in charge of the project is to provide training in coffin-making, but also more broadly, training to develop sustainable livelihoods. He focuses on development of people and shows them ways to make things and develop their skills and to learn to be less reliant on the government social security benefits for disability (the Disability Grant for adults and Care Dependency Grant for caregivers of disabled children).

Recruitment of disabled trainees

This project aims to train people with disabilities, but is struggling to recruit suitable disabled persons. All possible recruits are assessed before being allowed to join the project. This was described by the manager as follows:

If you want to recruit a disabled person first you must assess him to see if he's physically fit. Will he make it as far as his disability is concerned? Will he make it in the workshop? Is he mentally all right so that he won't have a problem with tools there. Because they've got electric tools and things like that. So we assess that person. We've got three who are interested in carpentry. So they will start adding this in fact two and then we'll see how far it goes in three months time. Our target is training five people in six months.

The coffin project has currently looked at training people with physical and mental disabilities, but has not managed to train any blind people. However, the manager is clear that it is a direction he wants to move into and requires some time to think through what skills to teach blind people other than coffin-making.

Courses offered and structure of training

This project does not offer any accredited courses as such, but aims to provide skills that can give people mobility to work wherever they find themselves as well as be independent in providing for themselves and their families. Coffin making is one of the skills that have been developed, but there are also a number of gardening projects including training in wheelchair-accessible gardening. A strong need was expressed for the establishment of other, more formal training courses, such as computer training, for members of the project and others, to give them a wider range of marketable skills.

Although the training is not formal, the project leader undertakes a careful assessment of the individual's skills to determine his or her suitability to build coffins. The comment was made that coffin-making requires good drawing skills and if these were lacking it is difficult for the person to build good quality coffins. The ability to manipulate the required machinery is also assessed.

Training for work

The whole philosophy of the OADP coffin project is to provide people with marketable or self-sufficiency skills. However, the move from skills training to employment is seen as a difficult transition. The project is quite recent and as such has not made any profit on the coffins as yet.

Barriers and facilitators

For the OADP coffin project, the barriers identified included the many regulations set out by government departments for funding training and projects, the lack of willingness of people to share their skills, the cost of formal training, and the problem of dependence on government grants which prevent people with disabilities from learning and being self-sufficient. Some of the comments made by the OADP project manager and quoted below highlight these barriers.

The lack of willingness to share skills is as follows:

We have been trying all over. It's not that coffins are not made - coffins are made all over, but people with that knowledge are very scarce and they don't want to help. I remember before that we heard about one in Ladysmith making coffins. I understood it was a lady - she would not even speak to us when we tried to approach her. All she wanted to know was where are we going to make those coffins; are we around Ladysmith or not.

The problem of the government disability grant is discussed:

People don't want to learn; don't want to progress they just want to depend on government grants – think about that. Our project cannot grow if your framework is in the government pension system..... if somebody is totally disabled, then I understand that. But for somebody who is young, who's up and about, who can make progress in life, that's where my worry is. But we won't give up. We will keep on trying.

People are spoilt by these pension handouts that they get. We support the idea of getting pension or pension grant, but at the same time what will happen if the department decides to stop that or if the department fails to give people that pension? No, they must grow up with the idea of being able to produce food for themselves and the family as well.

The interview highlighted as facilitators the positive aspects of being linked into other projects and diversifying their training programmes.

D. Oval International Computer Education College

Two people from Oval College were interviewed together. The quotes provided are from their comments.

History

Oval College started off around 1990 as part of the Natal Computer College. When Natal Computer College started having a more national focus, Oval College moved out and set up on its own. The primary objective of Oval College was to 'serve the disadvantaged community and provide quality private education'. The initial courses taught were computer, administration and some management. The courses were all post schooling and have recently included degree courses as well. There are currently six branches across the country with around 2,000 students in total.

The training of Deaf students started in February 2006 with a donation of R1 million from the owner of the college to the Kwazulu-Natal (KZN) Blind and Deaf Society for training of disabled students. This is the first experience in training disabled students and the attitudes of the college staff and students has been very positive so far.

Approach and philosophy

The approach has been to integrate the 23 Deaf students into the courses on computers and administration. There is an interpreter who moves with the class. This initial group does all the same courses to facilitate the use of the interpreter. These 23 disabled students were part of a group of 54 students (31 of whom were

not disabled) and all seem to mix well together. The feedback from the lecturers is that there were no or very few problems when using the interpreter. The materials have not been adapted specially, and there seems to be no need as the students were doing very well so far. Although the person in charge did make the following comment:

And in June now, next week – the 26th June, we are beginning with our mid year exams and that will be now the real crunch to say “...now, let us have a look at their marks.”

Recruitment of disabled trainees

The Deaf students were recruited through the KZN Blind and Deaf Society, but the College is open to recruiting any disabled students as long as they (the College staff) have discussed it and worked out how to provide the necessary accommodations for the students.

Courses offered and structure of training

The College provides training on a range of courses, but the Deaf students, as an initial experience, were all doing either computer training or administration. One student is doing beauty therapy - she is able to lip read effectively and so does not need the support of an interpreter.

Training for work

The College provides in-service or experiential learning in the July vacation for its students. Staff are looking at a specific placement for the Deaf students within a school context looking at the administration of schools.

The aim is to work with the KZN Blind and Deaf Society to look at placements for the students. Specifically, the College will discuss placements with sponsors of the KZN Blind and Deaf Society. They feel that these sponsors must be willing to facilitate in-service experience for the Deaf students. The planning is starting already, while the students are on the course, to ensure as smooth a transition as possible from training to work at the end of the course. The College has had experience of students being offered positions at the workplace where they did their in-service experience. The non-disabled students usually find their own in-service placements, but the College feels that for the Deaf students specific attention must be paid to securing placements. This is described in the following comment:

Yes, they [KZN Blind and Deaf Society] have linkages and partnerships so these will provide the opportunity, that's what we do with our full-time students as well. The linkages and opportunities we have, who have you partnered with, are you prepared to take some learners, so we are going to ask at this point in time companies that sponsoring the KZN Blind and Deaf society understand what their mission, vision is and what goals they have and what kind of students they are taking up. So they must be able to provide us with some of the needs as well. In fact, if we are probably looking at having a consultation meeting with them, with the opportunity of them telling us these are who our sponsors are, these are who come to the party when we require funds and these are who you can look at for potential employers for these candidates

Barriers and facilitators

The barriers seem minimal at the College and could be seen as difficulties in finding in-service training placements, although the effectiveness of their planned strategy of working through the sponsors of the KZN Blind and Deaf Society still needs to be proven.

The facilitating factors are a very positive attitude and a genuine desire to serve people. This is coupled with a grounded sense of how to go about meeting impairment needs with the minimum of fuss. The College staff also see it as their duty to create linkages between themselves and the schools where these disabled students come from. They see the need to give feedback on ways in which the school system should change to improve the education of disabled students. The staff also interact closely with the Deaf students to make sure that they (the staff) are providing the relevant and adequate accommodations.

The students are given extra time in exams and the interpreter is also present to sign the instructions. New assessment strategies are also being looked at to avoid using too many oral assessment methods.

Strategies used across the four training centres

This section reviews some of the main strategies arising from the case studies.

The Ikhwezi Lokusa project seems to succeed in its training in the four programmes, but struggles to ensure employment of its trainees after completion of their courses. The focus is entirely on people with disabilities and their rehabilitation and maybe the strategy has not focused enough on strategies to progress from training to work.

This is contrast with the DTC which has a highly-focused employment strategy in that training only occurs in the context of a project which provides the employment context. However, the sustainability of the projects remains an issue. Strategies of support and ensuring good relationships between the trainees and the managers of the projects are necessary to maximize the sustainability. The role of motivated individuals was given as an example of how to make projects sustainable and succeed. The example was given of a woman who heads a project that was started by women baking bread in the ground. This project now includes a full bakery that delivers bread to many local areas, trains people within the bakery and on computers.

The OADP coffin project uses a strategy of giving people skills to make them self sufficient (for example, through gardens) or skilled with marketable skills (for example, coffin-making and computers). The strategy has not been used long enough to determine whether it is successful or not. The person interviewed gave a strong argument for not relying on government departments to provide assistance as there are too many rules and regulations and it takes too long to get a project started. The Department of Labour (DOL) requirements were described by the OADP Coffin project manager as follows:

But what discourages most of the people I would say in the rural areas... the DOL has this discouraging attitude of theirs whenever you want help from them they want to know have you got the market. If you are interested in agriculture they will say have you got the market. That surprises us because you've got to start from somewhere, you cannot just

go to SPAR and say SPAR I think I'll produce some vegetables next year can you buy from me? SPAR will say okay, start ploughing and approach us when you have got vegetables. That's what discourages from the DOL.

The Oval College strategy is one of full integration at all levels with no special privileges for the Deaf students. They have adapted their teaching and approach to accommodate the impairment needs of the Deaf students and it seems to be successful so far. They are interested in looking at accommodating other disabled students in the same manner. The funding for the training has been covered by the R1 million donation and the students have not had to pay for their fees. The main effective strategy or approach has been the positive attitudes and not seeing the need to accommodate the Deaf students as a threat or problem, but rather as an opportunity, as indicated in the following quotes from the Oval College staff who were interviewed:

We don't see any problems. It is not a threat to us, we see it as an opportunity where each of us we believe we can contribute.

Yes it [teachers learning some sign language] will create a more positive vibe in the class as well because I must tell you that when I met these learners, the night before it created an awareness within me and I started to watch that the blind and Deaf programmes that they have on television and I managed to sign - I love my friends and family. It was not the most appropriate thing, but I learnt it, I went to the class and I did it, not saying anything, and I told the interpreter - you must tell the class what I said those who can hear and it was a very touching, very personal, very close moment and I think that is what we would need. I am saying that if our staff could get that opportunity because even before we embarked on this programme it was very important that Mr. P. and I, we spoke to them.

General comments

The interviews raised interesting points about strategies that work or not. The planning of the training to work transition is one of the strategies that needs careful consideration and two of the projects had clearly thought this out properly, whereas the Ikhwezi Lokusa project seems to be struggling with this. The strategy of integrating training within projects or making sure that people have good skills in self sufficiency and marketable skills are strategies that focus on employment rather than rehabilitation of people with disabilities. For the Oval College they are still in the process of working out an effective strategy to ensure a smooth training to work transition.

The strong position taken in the OADP coffin project interview on the role of the government social security grants is an interesting point to note. The quotes presented in the above section highlights this well. Debates in South Africa are looking at the issue of dependency and social grants. However, the argument is sometimes also made that having a grant can make the difference not only between having food or not, but also between being able to go and look for work (or training) or not. Clearly more research is needed to determine the impact of social grants on employment of people with disabilities.

The Oval College and Dynamic Training Centre (DTC) provide good examples of the effect a positive attitude can have. This attitude is one that does not fuss over the accommodation, but also does not ignore the impairment needs. The students

with disabilities are treated as any student would be. The OADP coffin project provides a good example of how to create a space for more general development while focusing on specific skills, coffin-making in this case. It also highlights the important role of an individual who has vision and a drive to make things work. The Ikhwezi Lokusa Project provides a good example of a focused approach that meets the specific impairment needs and interests of individual people with disabilities.

7. Discussion and conclusions

This section brings together the findings of the study to see how the questions set out at the start of the study can be addressed. These are:

- Are skills acquisition opportunities being accessed and by whom and what type of opportunities?
- Do these skills acquisition opportunities lead to employment in the open labour market?
- What are the major barriers and facilitators to skills development?
- What are the major barriers to employment?
- What overall effective strategies are identified in the survey and case studies?

Each of these is discussed in a separate section. The results from both the survey and the case studies are integrated in the discussion.

Again it should be noted that the survey and case studies sought to highlight current issues and possible trends in an exploratory way. The conclusions reached can only be provisional as the nature of the sample for the survey and the case study participants is such that statistical or representative findings are not possible. Some comparison can be made between the results for participants in employment and unemployed and for the four groups of impairment types and for men and women, but even for these, the conclusions are tentative.

Skills acquisition opportunities

The survey provided information on the type, length and location of skills training accessed by the 318 respondents. The findings suggest that people with visual, physical or hearing impairments are more likely to access vocational skills training than people with intellectual impairments. In addition, people with intellectual disabilities are more likely to access informal training than formal training, whereas the three other impairment groups access formal training more. Of the three first impairment groups, hearing impaired people tend to access training less than the other two groups. This could be in part because of lack of Sign Language interpreters as reported in the open-ended responses on the survey.

In terms of type of vocational training, the findings suggest that full-time in-service training is more available in towns and cities than in rural areas. This could be explained by more opportunities being available in the urban areas compared to rural ones. People with disabilities living in rural areas are able to access training, but possibly face more challenges to finding employment on completion of the training.

There is a relatively low proportion of the respondents who access part-time training, but the reasons for this are not clear. People with intellectual disabilities seem to access full-time in-service training more, when they do access training. This could be related to being taught to use skills relevant to their employment.

For the length of training, the results suggest that a rural disabled person is more likely to access training of 6 to 12 months, while their counterpart in towns tend to access shorter courses of less than six months. In cities people with disabilities seem to access longer courses of one year or longer. This could be linked to availability of formal training courses in cities where the infrastructure would facilitate running of longer courses. For the different age groups the trend is for younger people to access longer courses and older people shorter courses. The apparent relationship between length of training and impairment type could be explained by the effect of age, where people with intellectual disabilities are more likely to be younger when they go for training compared to people with physical disabilities who might be re-training at an older age after becoming disabled. However, this explanation requires more investigation.

NGO training seems to be more prevalent in rural areas and government training in town and city areas. This is substantiated by the comments made in the interviews with the OADP coffin-making project that there are no government training services in rural areas. While there seems to be some relationship between where the respondents got their training and the type of impairment, this relationship needs further investigation before any conclusions can be reached. For example, are hearing-impaired people more likely to access training via the private sector or visually and intellectually-impaired via NGOs or were these merely artefacts of the sample? It could be that services such as Optima College, an NGO for blind and visually-impaired people, do meet the majority of training needs for visually-impaired people.

The type of skills acquired by the skilled respondents is very varied and includes skills in the following sectors:

- information technology;
- administration (including typist, clerical workers, etc);
- telephone operators;
- clothing manufacturing and upholstery (for example, sewing and embroidery);
- woodwork;
- car mechanics;
- welding;
- hospitality work;
- business and communication;
- art;
- drama and media (for example, acting and TV presenting);
- leadership and awareness-raising;
- technical drawing;
- Community-Based Rehabilitation (CBR) work;
- nutrition;
- security.

The barriers faced in trying to access training were to some extent linked to the impairment type (for example, accessibility for physically-impaired people), but also showed common trends across the different categories of respondents. Lack of funds, lack of information and lack of awareness on the part of training providers were generally cited as the main barriers facing people with disabilities. The least mentioned one was family responsibilities.

The facilitators mentioned are mirror images of the barriers, with some slight variations. Willingness to train people with disabilities was a frequently-mentioned facilitator and this is in contrast to one of the main barriers being lack of awareness of training providers. The assumption can be made that the willingness to train incorporates a high level of awareness on the part of training providers. Access to information and accessible buildings were also frequently-mentioned facilitators.

Employment opportunities

The sample required that half of the respondents be skilled and employed. This number was not achieved and the reasons for this could be related to the way in which the respondents were selected and/or to a low proportion of people with disabilities being employed.

However, if the results on employment indicate some possible trends, these require further investigation to be validated. One of these is the effect of early onset versus later adult onset. The trend is for early onset to result in lower levels of employment than later onset. This could be explained by early onset resulting in fewer opportunities to develop social skills and networks which are important in accessing opportunities for training and employment and being successful in these.

The disabled respondents were in the majority employed by others rather than being self-employed. The type of work was an interesting question as it provided a very different picture to what is traditionally seen as the type of work done by people with disabilities. Out of 139 people who answered the question on type of work, 108 used the category 'other'. The types of work mentioned in 'other' indicate that people with disabilities are moving out of the narrow list of types of work and are involved in a wide range of work that is still within the scope of vocational skills training.

The importance of networking in finding work is highlighted by the result that the majority of employed people with disabilities found their work through relatives or friends. The similarly high proportion who found work through NGOs may reflect effective placement by NGOs or incorporation of the people with disabilities within the NGOs. The latter is worrying especially if there is little mobility from the NGO to other employment opportunities. The 'other' ways in which people found work, such as recognition of skills, doing some voluntary work, going from door to door and by word of mouth, reinforce the importance of networks in finding work.

Placement agencies and responding to advertisements seem to play a limited role as a means of finding employment. The possible reasons for this are numerous and include a lack of access to information on jobs which is highlighted as an important barrier, and fear of disclosing one's disability status which is linked to the barrier of lack of awareness by training providers and employers.

While many of the unemployed respondents indicated that their disability caused them to lose their jobs, a high proportion also indicated that economic problems were the reasons. This is referring to the high levels of unemployment generally in the country. Of note is the low proportion of respondents who gave 'lack of skills' as the reason for losing their jobs.

In terms of type and length of training, the trend suggests that longer training provides better employment opportunities followed by short courses (less than six

months). Full-time in-service training takes place whilst the person is employed, and is thus related to higher employment rates than for out-of-service training, but the long-term viability of this type of training in promoting employment opportunities needs further investigation. NGO and private places of training seem to provide better opportunities than training provided by government and DPOs,, but this finding could be an artefact of the sampling strategy. A further question to ask is the extent to which people with disabilities generally find work within the disability sector or whether they access most of their employment in the open labour market.

In terms of barriers to finding employment, facing people with disabilities, the most frequently-mentioned ones are lack of jobs, lack of awareness of employers and lack of skills training.

As for the facilitators, the most frequently-mentioned one was good skills which rated very much higher than any other facilitator. Job availability and awareness of employers followed as the next most frequently-mentioned facilitators.

When asked what would make it easier to find work, most often they mentioned training, followed by support and awareness-raising among employers.

General comments on strategies

The survey responses including the answers to open-ended questions, as well as the case studies of both individuals and the training institutions, have highlighted a number of relatively consistent themes around what are successful and unsuccessful strategies. These are briefly discussed here.

Integration of people with disabilities in the mainstream workplace

It is clear from the survey and case studies that integration of people with disabilities within the open labour market has positive effects for both the disabled person as well as the workplace.

People with disabilities commented on how having employment allows them to be independent, have a purpose in life and enhance their self-esteem. Furthermore, being employed had positive repercussions on the person's co-workers. By demonstrating their competence, people with disabilities have had significant impact on other people's attitudes to disabled persons.

Transition from training to work

Careful planning is crucial from when the person is at school for the transition to training and work. The role of career guidance is important in ensuring a choice of relevant courses in training and obtaining the necessary information. Currently, few people with disabilities seem to be receiving career guidance while at school, as reflected in the case studies. One person with an intellectual disability, described how the strategy of developing a comprehensive school leaving plan, which was then implemented by the school, allowed a good transition from school to training and work.

Training that fits with a person's interest and career plans should also have, as a basis, a good basic school education. This is not always apparent as reported by Deaf participants' case studies and the survey.

A number of comments in the open-ended survey questions and the case studies indicated that people with disabilities had not received any training on how to apply for jobs and usually needed some assistance in completing application forms.

Accessing training

A strong and consistent theme that came through in all the data was the need for training to be accessible in terms of both the physical venues as well as the course materials. Positive attitudes on the part of the training providers were seen as crucial in ensuring a good integration of people with disabilities in training courses. This was noted in the Oval College case study as well as in open-ended comments made in the survey.

The provision of the necessary assistive devices that include computers with the relevant software and hardware to meet the different impairment needs is noted as an important prerequisite for successful training.

Training that occurs off-site (for people who are employed) or after hours is problematic unless transport is provided for people with disabilities.

The provision of training that is geared to specific impairment needs as well as the provision of structured support in the workplace and a job coach were noted by those with intellectual disabilities as successful strategies in ensuring a good experience in work.

A strategy proposed by one person with a physical disability was to investigate training through distance education as a way to avoid the need for accessible venues and transport.

The need for flexible training was raised by a number of people with disabilities. Efforts should be made to meet the impairment needs of different groups. The experience of Oval College and the Dynamic Training Centres provide good examples of how this can be achieved in a context of mainstream training without much effort as long as the will of the training institution is positive.

The financing of skills training by government or some other agency is clearly an important strategy to adopt if access to training is to be facilitated.

Personal factors and attitude to life

The role of personal factors such as outlook on life, personal motivation, desire to achieve and a positive attitude were common themes that came out of the open-ended questions and the case studies.

Strategies to ensure that people accept themselves and are able to express their needs and realise their dreams are important, although the role of environmental factors in creating barriers or facilitators in this process should also be recognized.

Attitudes of trainers and employers

Many comments related to the fact that trainers' and employers' attitudes make a big difference to how effectively the disabled person is able to participate in the training or find employment. Some case study participants expressed frustration at being placed in jobs not suited to their interest or skills because employers do not listen to them. Stereotyped ideas on what people with disabilities can or cannot do set limits on what employers see as the potential of the disabled person. People

with disabilities commented that employers see them as needing care or not being capable of working.

Some strategies used by people with disabilities were to work much harder to prove themselves, or to bring their own computer to work to show their employers and co-workers what they are able to do.

One case study participant also used the current legislation as a tool to fight for his rights in the workplace.

Employers often have very stereotypical views on what a disabled person can or cannot do, for example, switchboard operation for blind people. This leads to recurring underestimations of the disabled person's abilities. The range of skills acquired and the range of employment indicated by the survey respondents suggests that these stereotyped views are possibly changing, but still require significant work to overcome. People with disabilities report that they have to work much harder to be recognized to the same degree as their non-disabled colleagues. Comments were made on how enjoyable work can be when one is recognized as being an equal and when one is using the skills that were obtained in training.

Facilitating employment through skills and networking

Many of the people with disabilities said that they were using the skills in their work and that their training had facilitated their employment. The role of networking (through family, friends, school or NGOs) seems to be an important strategy to develop as it does seem to facilitate finding employment. Some of the comments also highlighted the important role played by the policies developed and legislation enacted since 1994. These have ensured that when people with disabilities are employed, for example in government, they are treated equally to their co-workers at the same level. The comments also suggested that these strategies such as the Employment Equity Act and the Skills Development Act, have forced employers to at least consider employing and training providers to train people with disabilities when they would not have done so without this push.

The government strategy also provides additional arguments for people with disabilities to fight for their rights as discussed above.

Recommendations

There are a number of recommendations arising from this study and the discussion of the successful and unsuccessful strategies for skills development and employment of people with disabilities.

- Good basic education must be provided to ensure effective follow through with training and employment.
- A clear career guidance plan should be developed for all disabled children before they leave school. This plan should include provision of adequate information on different career options, training or tertiary education opportunities, financial support, and how to apply for these different options.
- Training must be flexible, accessible and be provided in a way that meets the individual impairment needs. The training should be in a mainstream context as far as possible.

- The negative attitudes of trainers should be changed through support provided to ensure that they feel confident to meet the needs of disabled learners.
- The negative attitudes of employers should be changed through also providing support and information on how to meet the needs of disabled employees. The effect of employing people with disabilities on changing these attitudes should be noted as an important factor in promoting integration of people with disabilities in employment.
- The effect of employment on the self-esteem and sense of self of people with disabilities should be noted as a strong argument for promoting integration in the workplace. The role of the disability grant in reducing people's motivation in wanting to be employed was, however, noted as an important barrier. The reasons for this disincentive should be investigated to determine what strategies could be used to overcome this.

8. Appendices

Appendix 1: Survey Questionnaire

Introduction: *I am going to ask you some questions about yourself, your experience of skills development and employment.*

Please ask me to repeat any questions if you are unsure of what was asked.

1.	Name of the interviewer	<input type="text"/>		
	Code	<input type="text"/>	<input type="text"/>	
2.	Date of the interview	<input type="text"/>	<input type="text"/>	
3.	Place of the interview: (tick one box)	home of the respondent <input type="checkbox"/>	other <input type="checkbox"/>	<input type="text"/>
		(specify)		

PERSONAL INFORMATION

4.	CODE of the respondent	<input type="text"/>		
5.	Sex	1. Male <input type="checkbox"/> 2. Female <input type="checkbox"/>		
6.	Area (tick one box)	1. Rural area <input type="checkbox"/> 2. Town <input type="checkbox"/> 3. City <input type="checkbox"/>		
7.	Age	1. < 18 <input type="checkbox"/>		
		2. 18-24 <input type="checkbox"/>		
		3. 25-34 <input type="checkbox"/>		
		4. 35-45 <input type="checkbox"/>		
		5. 46-55 <input type="checkbox"/>		
		6. > 55 <input type="checkbox"/>		
8.	Marital status	1. Single <input type="checkbox"/> 2. Married <input type="checkbox"/> 3. Cohabiting <input type="checkbox"/>		
		4. Other <input type="checkbox"/>	<input type="text"/>	
		(specify)		

9. (a) How many persons are living with you, including family members and others?
- (b) Do you have biological children? 1. Yes 2. No
- If yes, how many?
- (c) Do you have other children that you take care of? 1. Yes 2. No
- If yes, how many?
- (d) Do you have an income? 1. Yes 2. No
- If yes, how many people do you support financially, not including yourself?

10. (a) What is your race? 1. Black
 2. Coloured
 3. Indian
 4. White
 5. Other
- (b) What languages do you use? (The one you feel most comfortable using)
- | | |
|----------------|------------------------------------|
| 01. Afrikaans | 08. Setswana |
| 02. English | 09. SiSwati |
| 03. IsiNdebele | 10. Tshivenda |
| 04. IsiXhosa | 11. Xitsonga |
| 05. IsiZulu | 12. Sign language |
| 06. Sepedi | 13. Other language (specify _____) |
| 07. Sesotho | |
- Mark one answer only

11. (a) Did you become disabled as child or adult or did you have it from birth? 1. as a child or adult
 2. At birth
- (b) If you became disabled after birth, at what age did you become disabled?

12. (a) Please tell me what impairments you have.
(Mark 'yes' or 'no' for each option)
(If the person struggles then ask each impairment individually – Are you? or Do you have?)

	Yes (1)	No (2)
1. blind	<input type="checkbox"/>	<input type="checkbox"/>
2. low vision	<input type="checkbox"/>	<input type="checkbox"/>
3. Deaf	<input type="checkbox"/>	<input type="checkbox"/>
4. hard of hearing	<input type="checkbox"/>	<input type="checkbox"/>
5. mobility (lower body impairment)	<input type="checkbox"/>	<input type="checkbox"/>
6. other physical disability (upper body or back impairment)	<input type="checkbox"/>	<input type="checkbox"/>
7. learning/intellectual disability	<input type="checkbox"/>	<input type="checkbox"/>
8. albinism	<input type="checkbox"/>	<input type="checkbox"/>
9. medical condition	<input type="checkbox"/>	<input type="checkbox"/>
10. other (specify _____)	<input type="checkbox"/>	<input type="checkbox"/>

(Describe)

(b) Do you have difficulty:

Circle one relevant response

	No	Some	A lot	Cannot do
1. recognizing people and objects, or reading even if wearing glasses?	1	2	3	4
2. hearing and recognizing voices and sounds even if wearing a hearing aid?	1	2	3	4
3. walking or climbing stairs?	1	2	3	4
4. remembering or concentrating?	1	2	3	4
5. with self care, such as washing all over or dressing?	1	2	3	4
6. communicating, i.e. understanding others or others understanding you?	1	2	3	4

13. What caused your disability?

	Yes	No	
1. accident	<input type="checkbox"/>	<input type="checkbox"/>	
2. polio	<input type="checkbox"/>	<input type="checkbox"/>	
3. other infection	<input type="checkbox"/>	<input type="checkbox"/>	
4. other illness	<input type="checkbox"/>	<input type="checkbox"/>	
5. at or before birth	<input type="checkbox"/>	<input type="checkbox"/>	
6. other	<input type="checkbox"/>	<input type="checkbox"/>	
14. Do you make use of assistive devices: (for example a white cane, glasses, hearing aid, wheelchair, crutches... 1. Yes <input type="checkbox"/> 2. No <input type="checkbox"/>			If yes, list the devices you use (type not make):

WORK AND TRAINING

15. (a) What is the highest level of education that you completed?	How many years?	If diploma or certificate received, tick box.
1. no education <input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
2. primary education <input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
3. secondary education <input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
4. tertiary education (not university) <input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>
5. university <input type="checkbox"/>	<input type="text"/>	<input type="checkbox"/>

15(b) Did you have your primary schooling in... (Circle the selected response)

1. a special school?
2. a mainstream school?
3. a special class within a mainstream school?
4. some years special/some years mainstream?
5. don't know
6. did not attend primary school

15(c) Did you have your high schooling in... (Only ask if person went to high school; Circle the selected response)

1. a special school?
2. a mainstream school?
3. a special class within a mainstream school?
4. some years special/some years mainstream?
5. don't know
6. did not attend high school

16. (a) Have you had any vocational skills training?

Yes No

(b) If yes, please specify the type of skill training, i.e. what skills were you trained in?

(c) If yes, how long was your vocational skills training?

- | | |
|-----------------------|--------------------------|
| 1. Less than 6 months | <input type="checkbox"/> |
| 2. 6-12 months | <input type="checkbox"/> |
| 3. 1-2 years | <input type="checkbox"/> |
| 4. more than 2 years | <input type="checkbox"/> |

(d) What was the training format or structure?
Mark one response that best fits your training.

- | | |
|-----------------------------|--------------------------|
| 1. Full-time in-service | <input type="checkbox"/> |
| 2. Full-time not in-service | <input type="checkbox"/> |
| 3. Part-time in-service | <input type="checkbox"/> |
| 4. Part-time not in-service | <input type="checkbox"/> |

(e) Where did you have the training?

1. Government training centre
2. Private training centre
3. Apprenticeship with a local craftsman
4. NGO training programme
5. DPO training programme
6. Other (specify _____)

Last training	2nd last training	3rd last training
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Add any additional information on a separate page.

17. Do you have other vocational skills that you have acquired informally? yes no

If yes, please describe what these are and how you acquired them? (for example, negotiating skills, presentation skills, etc.)

18.(a) What obstacles or problems did/do you encounter in trying to acquire vocational skills? Obstacles make things more difficult for you.

Don't read out the options unless the person is struggling to answer.

	Yes	No
1. lack of accessibility of training centre;	<input type="checkbox"/>	<input type="checkbox"/>
2. lack of transport to training site;	<input type="checkbox"/>	<input type="checkbox"/>
3. lack of awareness of training provider about how to train disabled trainees;	<input type="checkbox"/>	<input type="checkbox"/>
4. unwillingness of training provider to train trainees with disabilities;	<input type="checkbox"/>	<input type="checkbox"/>
5. lack of money to pay training fees;	<input type="checkbox"/>	<input type="checkbox"/>
6. family responsibilities;	<input type="checkbox"/>	<input type="checkbox"/>
7. lack of information on skills development opportunities	<input type="checkbox"/>	<input type="checkbox"/>
8. other (specify _____)	<input type="checkbox"/>	<input type="checkbox"/>

Explain the answer you gave:

18 (b) What things made/makes it easy for you to acquire vocational skills?

Don't read out the options unless the person is struggling to answer.

	Yes	No
1. accessibility of training centre	<input type="checkbox"/>	<input type="checkbox"/>
2. transport to training site	<input type="checkbox"/>	<input type="checkbox"/>
3. awareness of training provider about how to train disabled trainees	<input type="checkbox"/>	<input type="checkbox"/>
4. willingness of training provider to train trainees with disabilities	<input type="checkbox"/>	<input type="checkbox"/>
5. funding availability to pay training fees	<input type="checkbox"/>	<input type="checkbox"/>
6. support from family	<input type="checkbox"/>	<input type="checkbox"/>
7. access to information on skills development opportunities	<input type="checkbox"/>	<input type="checkbox"/>
8. other (specify _____)	<input type="checkbox"/>	<input type="checkbox"/>

Explain the answer you gave:

19. Did the skills acquired enable you to find work? Yes No

Any comments:

20. (a) Do you have work at present? Yes No

(b) If yes, do you have work in the:

(Read out each option and ask the person to select one)

- 1. formal private sector
- 2. informal sector
- 3. government.

c) If yes, are you:

(Read out each option and ask the person to select one)

- 1. self-employed?
- 2. employed ?
- 3. seasonal/contract worker?

21. What type of work do you do?

Circle the answer that best describes the work indicated by the person.

- 1. switchboard operator
- 2. shopkeeper,
- 3. leatherworker
- 4. carpenter
- 5. food-processing
- 6. care worker
- 7. machine operator
- 8. Other (specify _____)

Describe the work you do

22. Are you using the vocational skills you learned in the work you are presently doing? 1. Yes 2. No

Comments:

23. How long have you been doing this work?

- 1. shorter than 6 months
- 2. between 6 months and 3 years
- 3. between 3 and 5 years
- 4. longer than 5 years

24. How did you find your work? (circle one answer)

Read out if person is struggling to answer

- 1. relatives/friend
- 2. training centre
- 3. NGO
- 4. placement agency
- 5. advert for position

Other

Specify

25. Do you have any previous work experience? Yes No

26. If yes, what type of work/position did you work in and how long did you have that job?
Please list:

Job description	Duration in job

<p>27. If you are out of work now, but you worked in the past, what caused your unemployment?</p> <p>1. economic problems, cuts in the staff of the company</p> <p>2. problems that had to do with your disability</p> <p>3. problems that had to do with your skills</p> <p>4. Other (specify _____)</p>	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Explain your answer:

<p>28. (a) According to you, what are the most important obstacles or problems you face(d) when looking for work?</p> <p><i>Don't read out the options unless the person struggles to answer the question</i></p> <p>1. lack of skills training</p> <p>2. lack of jobs</p> <p>3. mobility problems</p> <p>4. accessibility of the workplace</p> <p>5. awareness with employers</p> <p>6. lack of funds to become self-employed</p> <p>7. lack of information on jobs available</p> <p>8. Other (specify _____)</p>	Yes	No
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Describe:

28 (b) According to you, what are the most important positive factors you experienced when looking for work? (positive factors make things easier)

<i>Don't read out the options unless the person struggles to answer the question</i>	Yes	No
1. good skills training	<input type="checkbox"/>	<input type="checkbox"/>
2. job availability in my field	<input type="checkbox"/>	<input type="checkbox"/>
3. accessible workplaces	<input type="checkbox"/>	<input type="checkbox"/>
4. awareness of employers	<input type="checkbox"/>	<input type="checkbox"/>
5. good financing opportunities for self-employment	<input type="checkbox"/>	<input type="checkbox"/>
6. accessible information	<input type="checkbox"/>	<input type="checkbox"/>
7. role of placement agency	<input type="checkbox"/>	<input type="checkbox"/>
8. other (specify _____)	<input type="checkbox"/>	<input type="checkbox"/>

Describe:

29. What could help you to find work or improve your work?

Don't read out the options unless the person struggles to answer.

	Yes	No	
1. training	<input type="checkbox"/>	<input type="checkbox"/>	What kind of training?
2. support	<input type="checkbox"/>	<input type="checkbox"/>	What kind of support?
3. assistive devices	<input type="checkbox"/>	<input type="checkbox"/>	What kind?
4. mobility	<input type="checkbox"/>	<input type="checkbox"/>	Describe:
5. awareness-raising with employers, fellow-workers	<input type="checkbox"/>	<input type="checkbox"/>	Describe:

30. If you have a job, does your job provide you with sufficient income? Yes No

Read out the options up to 7 only.

31. What income do you get from your job per month?

01. <R500	<input type="checkbox"/>
02. R500–R799	<input type="checkbox"/>
03. R800–R1499	<input type="checkbox"/>
04. R1500-R1999	<input type="checkbox"/>
05. R2000-R2999	<input type="checkbox"/>
06. R3000-R3999	<input type="checkbox"/>
07. >R4000	<input type="checkbox"/>
08. varies every month	<input type="checkbox"/>
09. Other (specify _____)	<input type="checkbox"/>
10. refuse to say	<input type="checkbox"/>

32. According to you, does your disability make you earn less than a non-disabled person in the same job? Yes No

Explain your answer:

33. Do you think that, in general, HIV/AIDS is an obstacle in acquiring training or work?
Yes No

Explain your answer:

34. What are your plans or aspirations for the future regarding training or work?

35. Do you have any other comments?

Thank you for this interview.

Appendix 2: Individual case study guidelines

Case study interview guidelines

The aim of this study is to understand what is happening now in skills development and whether it is working well or not.

The sections in *italics* are instructions to the interviewer and the plain text is to be read out or conveyed to the person being interviewed for the case study.

Introduction – to be read by interviewer

‘We asked you some questions using the other questionnaire. Now I want to have a more detailed discussion of some of the same issues as well as discussing some other issues. Just tell me what comes into your mind when I ask a question and if you do not understand please tell me. Remember there are no right or wrong answers. We want to understand your experience.’

Step 1

The interviewer should start by establishing a timeline indicating their education, work environments and skills development in the past five years – this will be a graphic representation (in the case of a visually-impaired interviewee, a tactile timeline). This timeline will be recorded for the interview.

‘We will be drawing a timeline of your education, different work situations and any skills development programmes which you have attended.

(Draw a line on newsprint).

This end of the line represents January 2001 and this end of the line represents January 2006. Please mark or indicate on the line where you attended skills development programmes, when you completed that programme and if you changed your work’.

(Fill in where the person identifies relevant areas and write in what they term the programme to be.)

Step 2

Once the timeline has been established, the interviewer should probe each identified skills development programme attended by the interviewee for example, ‘Tell me a bit about each of them’. Probe with questions such as:

- How did you find out about the training?
- How did you get accepted onto the training?
- What was the type of training, (formal, informal, in-service or full-time)?
- What was the length of training?
- What were the skills acquired?
- Were there adaptations to impairment needs? i.e. were your specific impairment needs met?

- How was payment for training arranged?
- What assessment or exams were given at the end of the training?
- Did you come out with a certificate or diploma?
- What placement opportunities did your training organization provide?

Step 3

Once the timeline has been established the questions outlined below should be asked in a relaxed and conversational manner for each identified skill development programme undergone. Therefore start with one programme and ask all of the questions and then continue to the next programme, ask all of the questions, etc.

- What is your experience of this skills development programme?
- What benefits has your skills development had for you?
- Did your disability have an impact on your participation in this skills development programme you attended?
- What conditions, both inside and outside the skills development programme, had an impact on your participation in the skills development programme? The conditions are those other than your disability.
- How has participation in this skills development programme affected your status in the home, workplace or community?
- If you are working, do you think this skills development programme you attended has increased your productivity at work? Describe this in detail.

Step 4

The interviewer will hand the interviewee different sized objects (e.g. stones / cardboard circles) – the same number of objects to the number of skills development programmes they have been involved in.

“Please can you use these objects to rank the skills development programmes that you have attended according to how important they were to you, for example, the biggest object is the most important.”

Repeat these instructions for:

- the most important
- the most useful to you for finding work
- the most relevant to yourself
- that which increased you productivity at work the most (if working)

This should generate discussion about the skills development programme from a different angle – record this information.

Step 5: If the person being interviewed has completed the questionnaire then focus on questions 1-5, and 11-16.

The interviewee should be more relaxed and open to the interviewer at this point. Ask the following questions.

1. What does 'work' mean to you?
2. What does 'skills' mean to you?
3. How important is it for people to have skills in order to find work?
4. What would you change about skills development for yourself and for others?
5. What would you like to recommend on how skills training and development should happen in this country?
6. If the person being interviewed has received training:
 - Have you made attempts to get other forms of training? If yes, what were these and why you think you have not been able to get training.
 - What barriers are there that make it difficult for you to access training?
 - What training did you receive on how to apply for a job?
 - What training did you receive on how to set about setting up your own business?
 - Did your training provide an opportunity for an internship to gain experience?
7. If person being interviewed is employed:
 - Are you using the skills that you were trained on in your work? Describe this in more detail.
 - Are you getting further skills development in your job?
 - How did you find your work?
 - How long did it take you to find work?
 - Are you happy in your work? If yes, why, and if not, why?
 - Has your employer understood and implemented reasonable accommodation? Explain and describe your answer.
8. If the person is self-employed:
 - Describe what you do?
 - Was this what you chose to do or was it too difficult to get paid employment?
 - If you are self-employed, do you have any support structures that assist you in running your business?

9. If person is not employed, but trained:
 - Why do you think your skills training has not allowed you to get employment?
 - Do you think you need other skills?
 - Where do you look for work?
 - What attempts have you made to find work?
 - How long have you been looking?
 - Do you have a CV?
 - Where do you look for advertisements?
 - Have you had any interviews and if yes how many?
10. If the interviewee has not received any training:
 - Do you know about the skills development programmes of the government?
 - Where would you go to get information about skills development?
 - Have you made any attempts to get skills training? If yes what were these. If no can you tell me why you have not made any attempts to get skills training?
 - What obstacles make it difficult for you to access training?
 - Where do you look for work?
 - Do you think you need skills for work?
 - What attempts have you made to find work?
 - How long have you been looking?
 - Do you have a CV?
 - Where do you look for advertisements?
 - Have you had any interviews and if yes how many?
11. Would you like to further your education? If yes, how you are you intending to do this?
12. Are you currently in a learnership or about to start one?
13. In the questionnaire you said that your aspirations for the future were to.....
 (*read what person said on questionnaire – or ask the questions again*).
 Tell me how you are planning to reach these aspirations.
14. What things could make it easier for you to have further training?
15. Where would go for further training?
16. Is there anything more you would like to tell us about skills development and how it helps to find employment or not?

Thank you for your time and your willingness to talk to us.

Appendix 3: Guidelines for training institution case studies

These are guidelines and if you feel the direction of the interview is going into aspects that are relevant, but not included in this guide, then follow your instinct. Remember the aims of the case studies are to:

1. get an overview of good practice in training of people with disabilities; and
2. investigate how skills training leads to employment in the open labour market especially.

Some of the questions you can ask are as follows:

1. **Background information:** Get them to complete the original questionnaire that AK developed. I am sending the questionnaire together with this document. You can discuss with them how many of the tables they are able to complete in terms of having the data as well as the time to complete.
2. What lead up to them being set up for training people with disabilities?
3. What courses do they offer?
4. What impairment needs do they cater for?
5. What barriers do they face in accessing disabled students?
6. What strategies have worked in attracting disabled students?
7. What employment opportunities are there for all students (including disabled students) completing skills training?
8. Numbers that have been trained of disabled and non-disabled, broken down by sex if they have the information.
9. Generally, what barriers and facilitators do people with disabilities experience in trying to get vocational skills training.
10. What suggestions do they have for ensuring adequate training of people with disabilities that leads to employment?
11. Any other comments.

Appendix 4: Details of case study participants

People with visual disabilities

Case Study No.	Province	Job	Skills/Training and Length
1	Western Cape	Awareness Officer – NGO	Orientation and mobility training – six months Broadcasting – one year Salesperson – one year Switchboard Skills of daily living – one year Life skills and the special intervention for multi-handicapped children – two years Auxiliary social worker – four months Facilitation and Counselling Computer training – two years
2	Western Cape	Home loans administrator	Computer training – informal Orientation and mobility In-service training Switchboard skills – six months
3	Western Cape	Relationship manager	Switchboard and Computers – 18 months Banking certificate and short courses – part-time three years
4	Gauteng	Switchboard operator	Handwork and cane furniture making - three weeks Computer literacy - one year.
5	Gauteng	Development officer	Management – three months Orientation and mobility training – four months

People with hearing disabilities

Case Study No.	Province	Job	Skills/Training and Length
1	KwaZulu Natal	Social worker	Public speaking - three sessions one day a week for three weeks Transcriber - one week Social work - unknown
2	KwaZulu Natal	Stockroom assistant	ABET two years Sales training informal ongoing
3	Western Cape	Shampoo girl	Informal liquid gold moulding Hairdressing - part of school curriculum
4	Gauteng	Sign Language Education and Development (SLED)	Degree in Art
5	Gauteng	Sign Language Education and Development SLED	Hairdressing (at school) N3 in computer skills, office work

People with physical disabilities

Case Study No.	Province	Job	Skills/Training
1	KwaZulu Natal	Financial Manager	N6 qualification (two years) including: Computerized financial systems – Pastel and XL Bookkeeping Financial accounting Economics Entrepreneurship Business management Cost accounting Management communication Entrepreneurship training – informal – two weeks
2	Gauteng	Financial Manager	Marketing Finance
3	Eastern Cape	Leatherwork – self-employed	Building Small business three days Informal leatherwork and shoe repair training duration unknown.
4	Eastern Cape	Security Camera Person	Woodwork informal duration not specified Computer literacy formal two month's informal duration two days with follow up support Adult basic education and training duration not specified Security camera training informal duration two days with follow up support
5	Eastern Cape	Grade 1 Clerk	Computers, PCS system, data capturing - five days
6	Western Cape	Owner of hairdressing salon	Basic computer training - three months Website design course - six months New Venture Creation - 18 months
7	Gauteng	Chairman of disability organization (SHAP)	Marketing – two years in-service Bookkeeping – two years

People with intellectual disabilities

Case Study No.	Province	Job	Skills/Training
1	KwaZulu Natal	Gardener/ Handyman/ Worker in protected workshop	Gardening Lawnmowing Edgecutting Planting Swimming pool and pump supervision Clip making
2	KwaZulu Natal	Office administration, word processing, errands (banking, posting, deliveries), chauffeur	DJ training part-time 2000 MS Office training 2000 Computer A Plus training 2001 Learnership 2002 to 2003 Driving [Light and heavy vehicle license]
3	Gauteng	Junior supervisor [protected workshop]	Informal contractual training duration not specified Computer training duration not specified
4	Western Cape	Gardener	Contract training duration unknown Life skills, social and sexuality skills duration unknown Cleaning 18 months to two years

Appendix 5: Tables of data to support text of survey findings

Table 5: Age distribution of the respondents

Age	Frequency
<18 years	8 (3%)
18-24 years	61 (19%)
25-34 years	125 (40%)
35-45 years	80 (26%)
46-55 years	29 (9%)
>55 years	9 (3%)
Total	312 (100%)

Table 6: Target group by type of disability or impairment

Impairment	Frequency
Blind	48 (24%)
Low vision	39 (21%)
Deaf	66 (34%)
Hard of hearing	35 (19%)
Mobility (lower body)	96 (44%)
Other physical disability (upper body or back impairment)	49 (25%)
Learning / intellectual disability	79 (39%)
Albinism	5 (3%)
Medical condition	30 (17%)
Other (specified)	28 (27%)
Total³²	475 (253%)

³² The frequency and valid percent figures reflected on the table above do not correspond with the actual sample population numbers (i.e. 318 = 100%) because they reflect the number of impairments noted by respondents. One person could have more than one impairment.

Table 7: Number of respondents with difficulties doing activities

Activity	Yes
Seeing	93 (29%)
Hearing	97 (31%)
Walking / Climbing	114 (36%)
Remembering	81 (26%)
Self care	33 (10%)
Communication	81 (26%)
Total ³³	499 (157%)

Table 8: Type of vocational skills training by area, age and gender

Skills Type	Area			Age			Gender	
	Rural	Town	City	18-24	25-34	35-45	Male	Female
Full-time in-service	15 (37%)	28 (45%)	41 (51%)	13 (41%)	40 (45%)	26 (47%)	55 (48%)	38 (46%)
Full-time not in-service	17 (42%)	19 (31%)	18 (23%)	8 (25%)	28 (32%)	17 (31%)	37 (32%)	20 (24%)
Part-time in-service	6 (15%)	11 (18%)	11 (14%)	7 (22%)	12 (14%)	8 (15%)	15 (13%)	14 (17%)
Part-time not in-service	3 (7%)	4 (6%)	10 (13%)	4 (13%)	7 (8%)	3 (6%)	8 (7%)	10 (12%)
Total	41 (100%)	62 (100%)	80 (100%)	32 (100%)	87 (100%)	54 (100%)	115 (100%)	82 (100%)

³³ The totals indicated above are much higher than the frequency and valid percent figures of the sample population because some respondents indicated that they have difficulties with more than one activity.

Table 9: Type of skills training by impairment

Skills Type	Impairment			
	Learning / Intellectual	Visual	Hearing	Physical
Full-time in-service	27 (61%)	22 (42%)	20 (39%)	37 (48%)
Full-time not in-service	9 (20%)	18 (34%)	14 (28%)	27 (35%)
Part-time in-service	3 (7%)	6 (11%)	11 (22%)	10 (13%)
Part-time not in-service	5 (11%)	7 (13%)	6 (12%)	3 (4%)
Total	44 (100%)	53 (100%)	51 (100%)	77 (100%)

Table 10: Length of skills training received by area, age and gender

Length of training	Area			Age			Gender	
	Rural	Town	City	18-24	25-34	35-45	Male	Female
< 6 months	14 (33%)	23 (36%)	16 (18%)	7 (21%)	21 (23%)	24 (42%)	30 (25%)	26 (30%)
6-12 months	18 (42%)	18 (28%)	16 (18%)	6 (18%)	24 (26%)	17 (30%)	37 (30%)	19 (22%)
1-2 years	6 (14%)	9 (14%)	27 (31%)	9 (27%)	25 (28%)	5 (9%)	25 (20%)	19 (22%)
> 2 years	5 (12%)	14 (22%)	28 (32%)	12 (35%)	21 (23%)	11 (19%)	30 (25%)	22 (25%)
Total	43 (100%)	64 (100%)	87 (100%)	34 (100%)	91 (100%)	57 (100%)	122 (100%)	86 (100%)

Table 11: Length of skills training received by disability type

Length of training	Learning / Intellectual	Visual	Hearing	Physical
< 6 months	7 (16%)	14 (25%)	10 (18%)	28 (35%)
6-12 months	9 (20%)	22 (39%)	11 (19%)	19 (24%)
1-2 years	13 (30%)	7 (13%)	15 (26%)	14 (17%)
> 2 years	15 (34%)	13 (23%)	21 (37%)	19 (24%)
Total	44 (100%)	56 (100%)	57 (100%)	80 (100%)

Table 12: Where last training was received by area, age and gender

Provider	Area			Age			Gender	
	Rural	Town	City	18-24	25-34	35-45	Male	Female
Government	9 (22%)	18 (31%)	14 (21%)	12 (40%)	17 (21%)	12 (24%)	26 (26%)	18 (24%)
Private	9 (22%)	15 (26%)	17 (25%)	3 (10%)	24 (30%)	14 (28%)	30 (30%)	14 (19%)
Apprenticeship	2 (5%)	3 (5%)	0 (.0%)	1 (3%)	2 (3%)	2 (4%)	2 (2%)	3 (4%)
NGO	17 (41%)	14 (24%)	28 (41%)	7 (23%)	30 (38%)	16 (32%)	37 (37%)	24 (32%)
DPO	4 (10%)	8 (14%)	9 (13%)	7 (23%)	7 (9%)	6 (12%)	6 (6%)	15 (20%)
Total	41 (100%)	58 (100%)	68 (100%)	30 (100%)	80 (100%)	50 (100%)	101 (100%)	74 (100%)

In Table 13, the N for each of the categories below is lower than 318 as only those respondents who had received formal skills training are included and within these there are also some missing data.

Table 13: Where last training was received by disability type

Provider	Learning / Intellectual	Visual	Hearing	Physical
Government	9 (20%)	9 (20%)	8 (18%)	26 (38%)
Private	6 (13%)	7 (15%)	15 (33%)	22 (32%)
Apprenticeship	1 (2%)	0 (.0%)	0 (.0%)	3 (4%)
NGO	22 (49%)	21 (46%)	12 (27%)	10 (14%)
DPO	7 (16%)	9 (20%)	10 (22%)	8 (12%)
TOTAL	45 (100%)	46 (100%)	45 (100%)	69 (100%)

Table 14: Barriers to acquiring vocational skills training: respondents who said 'yes' to the different types of barriers

Barrier	Yes	Gender		Disability type			
		Male N=178	Female N=134	Visual N=76	Hearing N=88	Physical N=112	Intellectual N=79
Lack of funds	126 (40%)	65 (37%)	60 (45%)	28 (37%)	35 (40%)	49 (44%)	19 (24%)
Lack of information	119 (37%)	67 (38%)	52 (39%)	30 (39%)	43 (49%)	37 (33%)	34 (43%)
Lack of awareness of providers	103 (32%)	57 (32%)	46 (34%)	29 (38%)	42 (48%)	30 (27%)	20 (25%)
Inaccessible building	87 (27%)	54 (30%)	33 (25%)	22 (29%)	29 (33%)	35 (31%)	16 (20%)
Transport	80 (25%)	44 (25%)	35 (26%)	17 (22%)	22 (25%)	37 (33%)	15 (19%)
Unwillingness to train DP	68 (21%)	35 (20%)	32 (24%)	19 (25%)	32 (36%)	17 (15%)	15 (19%)
Family responsibilities	46 (15%)	22 (12%)	23 (17%)	13 (17%)	22 (25%)	18 (16%)	7 (9%)
Other	44 (14%)	19 (11%)	13 (10%)	7 (9%)	8 (9%)	15 (13%)	8 (10%)

Table 15: Facilitators to training

Facilitator	Yes	Gender		Disability type			
		Male N=178	Female N=134	Visual N=76	Hearing N=88	Physical N=112	Intellectual N=79
Accessible building	141 (44%)	84 (47%)	56 (42%)	32 (42%)	42 (48%)	59 (53%)	31 (39%)
Willingness to train DP	135 (43%)	82 (46%)	52 (39%)	35 (46%)	40 (45%)	49 (44%)	32 (41%)
Access to info	128 (40%)	78 (44%)	49 (37%)	28 (37%)	40 (45%)	53 (47%)	31 (39%)
Funding available	134 (42%)	77 (43%)	56 (42%)	23 (30%)	38 (43%)	57 (51%)	28 (35%)
Transport	118 (37%)	64 (36%)	53 (40%)	20 (26%)	33 (38%)	54 (48%)	29 (37%)
Awareness of providers	118 (37%)	73 (41%)	44 (33%)	26 (34%)	32 (36%)	42 (38%)	31 (39%)
Family support	115 (36%)	63 (35%)	49 (37%)	26 (34%)	44 (50%)	38 (34%)	32 (41%)
Other	20 (6%)	11 (6%)	7 (5%)	4 (5%)	6 (7%)	9 (8%)	5 (6%)

Table 16: Employment status and usefulness of skills by gender and disability type

	Gender		Disability type			
	Male	Female	Visual	Hearing	Physical	Intellectual
Employed (yes)	86 (50%)	58 (46%)	29 (40%)	41 (49%)	53 (49%)	37 (47%)
Skills helped find work	66 (44%)	43 (39%)	20 (33%)	35 (47%)	37 (43%)	29 (40%)

Table 17: Employment status by length and type of training and responsible organization for training

Length of training	Yes, employed (N=101)	No, not employed (N=101)
< 6 months	22 (27%)	29 (29%)
6-12 months	19 (19%)	35 (35%)
1-2 years	22 (21%)	19 (19%)
Longer than 2 years	33 (33%)	18 (18%)
Total	101 (100%)	101 (100%)
Type of training		
	Yes, employed (N=98)	No, not employed (N=93)
Full-time in-service	44 (45%)	47 (51%)
Full-time not in-service	23 (23%)	31 (33%)
Part-time in-service	20 (20%)	9 (10%)
Part-time not in-service	11 (11%)	6(6%)
Total	98 (100%)	95 (100%)
Where trained (N=166)		
	Yes, employed (N=94)	No, not employed (N=89)
Government	17 (18%)	27 (30%)
Private	24 (26%)	19 (21%)
Apprenticeship	3 (3%)	1 (1%)
NGO	34 (36%)	24 (27%)
DPO	10 (11%)	15 (17%)
Other	6 (6%)	3 (3%)
Total	94 (100%)	89 (100%)

Table 18: Barriers to finding work: respondents who said ‘yes’ to the different types of barriers

Barrier	Yes	Gender		Disability type			
		Male N=178	Female N=134	Visual N=76	Hearing N=88	Physical N=112	Intellectual N=79
Lack of jobs	123 (39%)	73 (41%)	48 (36%)	34 (45%)	37 (42%)	49 (44%)	28 (35%)
Lack of awareness of employers	120 (38%)	68 (38%)	51 (38%)	32 (42%)	39 (44%)	44 (39%)	20 (25%)
Lack of skills training	112 (35%)	69 (39%)	42 (31%)	22 (29%)	35 (40%)	48 (43%)	26 (33%)
Lack of info on jobs	99 (31%)	54 (30%)	44 (12%)	28 (37%)	32 (36%)	33 (29%)	26 (33%)
Lack of funds for self-employ	95 (30%)	52 (29%)	41 (31%)	22 (29%)	30 (34%)	40 (36%)	21 (27%)
Inaccessibility of workplace	86 (27%)	52 (29%)	34 (25%)	19 (18%)	23 (26%)	43 (38%)	10 (13%)
Mobility problems	69 (22%)	43 (24%)	26 (19%)	14 (18%)	8 (9%)	48 (43%)	9 (11%)
Other	47 (15%)	24 (13%)	21 (16%)	8 (11%)	7 (8%)	15 (13%)	17 (22%)

Table 19: Facilitators mentioned by respondents to finding work

Facilitator	Yes	Gender		Disability type			
		Male N=178	Female N=134	Visual N=76	Hearing N=88	Physical N=112	Intellectual N=79
Good skills training	141 (44%)	85 (48%)	55 (41%)	31 (41%)	44 (50%)	62 (55%)	25 (32%)
Job availability	103 (32%)	53 (30%)	48 (36%)	19 (25%)	36 (41%)	43 (38%)	23 (29%)
Awareness of employers	93 (29%)	55 (31%)	37 (28%)	15 (20%)	36 (41%)	35 (31%)	17 (22%)
Accessible workplace	86 (27%)	50 (28%)	35 (26%)	11 (14%)	32 (36%)	43 (38%)	9 (11%)
Accessible info	86 (27%)	54 (30%)	31 (23%)	15 (20%)	35 (40%)	37 (33%)	16 (20%)
Role of placement agency	69 (22%)	43 (24%)	25 (19%)	13 (17%)	32 (36%)	32 (29%)	7 (9%)
Good funding for self-employment	63 (20%)	39 (22%)	23 (17%)	10 (13%)	27 (31%)	32 (29%)	8 (10%)
Other	43 (14%)	26 (15%)	16 (12%)	7 (9%)	13 (15%)	18 (16%)	7 (9%)

Table 20: Proportion of respondents who mentioned each potential facilitator for finding employment

	Yes	Disability type			
		Visual N=76	Hearing N=88	Physical N=112	Intellectual N=79
Training	219 (69%)	47 (62%)	66 (75%)	76 (68%)	49 (62%)
Support	178 (56%)	44 (58%)	57 (65%)	67 (60%)	43 (54%)
Awareness-raising with employers	142 (45%)	35 (46%)	51 (58%)	53 (47%)	22 (28%)
Assistive devices	100 (31%)	33 (43%)	42 (48%)	38 (34%)	55 (70%)
Mobility	57 (18%)	13 (17%)	14 (16%)	35 (31%)	3 (4%)