

**EMPOWERMENT MODEL FOR PEOPLE WITH DISABILITIES PARTICIPATING IN  
INCOME GENERATING ACTIVITIES: A CASE OF A PROTECTIVE WORKSHOP IN  
BLOEMFONTEIN**

**By**

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**Submitted in fulfilment of the requirements in respect of the Higher Doctorate**



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## DECLARATION

I, **NOKUTHULA TINTA**, hereby declare that the research project “**EMPOWERMENT MODEL FOR PEOPLE WITH DISABILITIES PARTICIPATING IN INCOME GENERATING ACTIVITIES: A CASE OF A PROTECTIVE WORKSHOP IN BLOEMFONTEIN**”, submitted in accordance with the requirements of Philosophiae Doctor at the University of the Free State, is my own work and has not previously been submitted by me for a degree at this or any other institution.

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Date: 26 September 2018

NOKUTHULA TINTA

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Standing at the mountain top of a qualification accomplished through a lot of hurdles, tiffs and stops I know that I would never have made it alone. I then would like to extend heartfelt gratitude to everyone who has helped me in getting to the top.

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## **ABSTRACT**

South Africa has 7,5% of people living with a disability. As a result, they experience difficulty in accessing education and employment opportunities. This high level of unemployment consequently results in people with disabilities working in sheltered employment which are offered by the State or by private welfare organisations and self-help programmes that are not sustainable in themselves. The aim of the study was to design an empowerment model that can enhance the participation of people with disabilities in income-generating activities. To achieve this aim, the study explored the experiences and perceptions of people with disabilities working in a protective workshop towards income-generating activities. The researcher used a qualitative approach to explore the experiences of people with disabilities participating in income-generating activities in one of the protective workshops in Bloemfontein. A total of 18 participants were recruited, using a purposive sampling approach. Both observations and semi-structured interview guides were used to generate more in-depth interpretations from the participants. The content analysis which is based on turning the observations and data from the interviews into themes that can be used to gain insight into participants were applied.

Findings indicated that the participants were involved in most popular informal income-generating activities such as beading, knitting, tapestry and sewing and that the majority had not attained adequate education and training to enable them to participate effectively in income-generating activities. Findings also indicated that the participants were mainly faced with attitudinal and institutional barriers, which have had an adverse influence on their performance. Despite the challenges that the participants were experiencing, the findings suggest that the participants also benefited in various ways from their involvement in the workshop. It is concluded that despite government schemes and programmes people with disabilities participating in still experience institutional, attitudinal and physical barriers as viewed by the social model. The main recommendations are that education and training to empower people with disabilities should start from pre-school to adulthood as it will raise perfection which will enhance effective task performance in the future as well as provision of more training programs and workshops that will empower people with various disabilities with vocational and life skills.

People with disabilities participating in income-generating activities empowerment model could enhance the skills of people with disabilities

**Keywords:**

Empowerment model development, people with disabilities, income-generating activities, protective workshop.

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## LIST OF ACRONYMS

<b>ABET</b>	<b>Adult Basic Education</b>
<b>CEE</b>	Commission for Employment Equity
<b>CRPD</b>	UN Convention on the Rights of Persons with Disabilities
<b>DBE</b>	Department of Basic Education
<b>DFID</b>	Department for International Development
<b>DG</b>	Disability Grant
<b>DHET</b>	Department of Higher Education and Training
<b>DSD</b>	Department of Social Development
<b>EAP</b>	Economic Active People
<b>EEA</b>	Employment Equity Act
<b>FET</b>	Further Education and Training
<b>ICF</b>	International Classification of Functioning, Disability and Health
<b>IGAs</b>	Income-generating Activities
<b>IGPs</b>	Income-generating Programmes
<b>ILO</b>	International Labour Organisation
<b>INDS</b>	Integrated National Disability Strategy
<b>NDA</b>	National Development Agency
<b>NGO</b>	Non- Government Organisation
<b>NPO</b>	Non-Profit Organisation
<b>NSDS</b>	National Skills Development Strategy
<b>PEPUDA</b>	Promotion of Equality and Prevention of Unfair Discrimination
<b>PWD</b>	Person (s)/ People with Disabilities
<b>SASSA</b>	South African Social Security Agency
<b>SA</b>	South Africa
<b>Stats SA</b>	Statistics South Africa
<b>UN</b>	United Nation
<b>WB</b>	World Bank
<b>WHO</b>	World Health Organisation
<b>WPRPD</b>	White Paper on the Rights of People with Disabilities

## CHAPTER 1 : ORIENTATION AND BACKGROUND OF THE STUDY

*“Disempowerment-whether through a lack of self-confidence, apathy, fear or an inability to take charge of one’s own life is perhaps the most unrecognizable problem in Africa today” (Maathai, 2009).*

### 1.1 INTRODUCTION AND BACKGROUND

Global statistics, confirm that disability is universal, exists in every culture and all nations around the world. A report published by the World Health Organisation (WHO) and the World Bank (WB) (2011) shows that over 15% of the world’s population is made up of people with disabilities, with a disproportionately high number of them living in poverty. WHO (2011) also indicates that the global disability prevalence is higher than previous WHO estimates. According to this report, the global estimate for disability has been under-reported. Latest reports, however, show that the disabled population is steadily increasing due to population ageing and the rapid spread of chronic diseases. Eighty (80) percent of people with disabilities (PWDs) live in developing countries, and 20% of the world’s poorest people are disabled.

Statistics South Africa (Stats SA) mid-year population estimates (2018), shows that South Africa has a population of 57.73 million. It is further estimated that 7, 5% (8, 3% females and 6, 5% males) of the country’s population which is 2.9 million are recorded as living with a disability. Free State and Northern Cape provinces have the highest percentage of persons with disabilities (11%), followed by North West (10%) and Eastern Cape (9, 6 %). Also, Statistics South Africa (2014), census (2011) of the profile of persons with disabilities in South Africa indicates that the Black African population group has the highest prevalence of unemployment particularly amongst people with disabilities (12, 5 % for those with disabilities and 10, 7% for abled-bodied people).

People with disabilities continue being unemployed or underemployed across the continent (Markel & Barclay, 2009; World Health Organization, 2011). Studies conducted in various countries indicate that both in developed and developing countries, working-age people with disabilities experience significantly lower employment rates and much higher unemployment rates, and therefore have far lower rates of labour market

participation than persons without disabilities (World Bank, 2009; OECD, 2010 cited in WHO, 2011).

In addition, Tesfany (2010) states that people with disabilities at times, are involved in low skilled jobs, which offer little or no opportunities for career progression and are condemned to produce homemade products which are uninspiring. Low – skilled jobs have low economic value, and they offer little or no income. This, in turn, results in a high proportion of PWDs being susceptible to poverty, as they do not have a sustainable income.

Consequently, the literature on poverty and disability indicates that there is a strong correlation between disability and poverty (She & Livermore, 2007; Brucker, Mitra, Chaitoo & Mauro, 2014). To further support this statement Statistics South Africa community survey (2007) indicates that people with disabilities are among the poorest of the poor. Nevertheless, other various reasons could influence people with disabilities in rigorous economic activities. The reasons include severity and type of disability, environmental, attitudinal and institutional barriers. As a result, the rates of their vulnerability to poverty, food and nutrition security are higher (DFID, 2000; World Bank and ADB, 2002 in Thomas 2005). The above-mentioned barriers, therefore, tend to obstruct the disabled from exploiting opportunities to participate as productive citizens. An elaborate discussion of these barriers will follow in the next chapter.

Research by Buys and Rennie (2001) and Dutta, Gervej, Chan, Chou and Ditchman (2008) shows that people with disabilities' unemployment problem can be conquered through the leverage of disability training or vocational rehabilitation organisations. Such organisations can either develop or restore skills of people with disabilities. Studies (DFID 2000, WHO, 2011) have indicated that many people with disabilities across the world have proven their capability in various sectors such as entrepreneurship, self-employment entities persons, farming, factory workers, medicine as doctors, teaching, retail stores as shop assistants and transport as bus drivers, art, and computer technicians (Domzal *et al.*, 2008, in WHO 2011). As stated by DFID (2000) education and skills are vital factors for empowering and promoting the inclusion of people with disabilities into society. Therefore, people with disabilities can be productive and be able to generate diversified income if they are skilled and empowered to exploit optimum economic generating opportunities.

## **1.2 MOTIVATION FOR THE STUDY**

In most countries, disability is usually included as part of recognising human rights. However, the realisation through implementation is often under-looked. There is a gap observed between policy and program delivery, their roll-out and impact on the target population. The researcher observed a similar scenario in one of the protective workshops in the Free State province where the living conditions and poverty status of some people with disabilities involved in income-generating activities were not improving their well-being. The situation triggered a curiosity to explore the experiences and perceptions of people with disabilities involved in income-generating activities.

The findings of this study would contribute towards highlighting the gaps that tend to be barriers towards translating policies and programs aimed at empowering people with disabilities. Policy and decision-makers could review the delivery, implementation and the significance of the effects of the planned programs.

## **1.3 PROBLEM STATEMENT**

According to Stats SA (2014) Census 2011, South Africa has 7, 5% of all people having a disability and within this percentage, those with severe disability experience difficulty in accessing education and employment opportunities. The same 2011 Census points out that there is low labour market absorption of people with disabilities, which relates to economic participation. This low labour market absorption is also evident in the 14<sup>th</sup> and 17<sup>th</sup> Commission for Employment Equity (CEE) Annual Report, which are based on reports received from designated employers. These reports revealed underrepresentation and a high unemployment level of people with disabilities. This high level of unemployment consequently resulted in people with disabilities working in sheltered employment offered by the State or by private welfare organisations and self-help programmes that are most not often sustainable.

In South Africa, the economic empowerment of people with disabilities has been addressed through the development of welfare programmes of poverty eradication. These include social grant, expanded public works programmes, vocational training, skills development and mainstream employment (Gathrim, 2007). There is currently dearth information on whether the empowerment programmes directed to people with disabilities

are significantly contributing towards income diversification or advancing the preparation and integration of people with disabilities for the open labour market and contributing towards reducing poverty in the households of people with disabilities. People with disabilities require diversified sources of income rather than relying on government grant only to maintain the same standard of living as non- people with disabilities of the community.

#### **1.4 PURPOSE OF THE STUDY**

The aim of the study is to design an empowerment model that can enhance the participation of people with disabilities in income- generating activities. The purpose of the study is to explore the experiences of people with disabilities working in a specific protective workshop towards income- generating activities.

#### **1.5 OBJECTIVE OF THE STUDY**

The following research objectives will be used to guide the design of the research process. The objectives stated below are for a specific protective workshop.

- To determine the socio-economic status of people with disabilities who participate in income-generating activities.
- To profile the types of disabilities the participants, have.
- To assess skills and income-generating activities allocated to the participants.
- To investigate the challenges that people with disabilities experience with regard to income-generating activities.
- To explore the effect of the income-generating activities, on the lives of the people with disabilities.
- To determine the types of skills, the participants would like to acquire.
- Develop an empowerment model that can enhance the participation of people with disabilities in the income -generating activities in the protective workshop.

## **1.6 RESEARCH QUESTION**

The study under investigation brings forth the following research questions:

- What is the socio-economic status of people with disabilities participating in income-generating activities?
- What type of disabilities do participants have?
- How is the type of disability, skills and income-generating activities allocated to the participants linked?
- What challenges do people with disabilities experience with regard to income-generating activities in this specific workshop?
- How are the lives of people with disabilities affected by income generating activities?
- What type of skills would people with disabilities would like to achieve?

## **1.7 DELIMITATIONS AND LIMITATIONS**

To conduct and complete this study in a meaningful and manageable way with the available time and resources, some limitations have been identified, especially in methodology. The recognised delimitations and limitations are as follows:

- The study confined itself to interviewing and observing people with disabilities involved in income-generating activities in one of the protective workshops in Bloemfontein, Free State.
- Only people with disabilities in the protective workshop were considered for the study because they were easily reachable and because it was possible to have continuity as they attended the facility regularly.
- The group of people acting as participants in this study are not representative of all people with disabilities. Therefore, the findings cannot be generalised.

## 1.8 SIGNIFICANCE OF THE STUDY

The study is expected to benefit the following parties:

- **People with disabilities in the specific protective workshop:** These would mostly benefit as their challenges and needs on empowerment would be addressed.
- **Instructors at the specific workshop:** These would benefit in that they will be aware of the empowerment needs of the people with disabilities in their workshop and try to include them in their vocational skills training programs.
- **Community based-organisations:** Organisations of and for people with disabilities would benefit by improving their training programs with the view of accommodating the barriers and empowerment needs of people with disabilities.
- **Curriculum developers:** There is a need to include concerns of people with disabilities in curriculum development.
- **The donor funders,** who have an interest in assisting income-generating projects, will see the redundant on their investment.
- The other aspect concerning the importance of the study is that results and recommendations will be shared with other people with disabilities.
- **The decision makers and policy makers dealing with a disability** would also benefit, as they will gain better information on the challenges that people with disabilities face in skills development and the design of empowerment programmes.

The knowledge gained from the study will inform the development of an empowerment model that may enhance people with disabilities participation in this field.

## 1.9 OPERATIONAL DEFINITIONS

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<b>Disability</b>	The broad term that covers impairments such as movement impediment and limitation to participate. These impairments restrict the body to function properly or affects the structure of the body. Hence, limiting individuals to perform activities or participate in the day-to-day life situations (World Health Organisation; World Bank, 2011).
<b>Experience</b>	Sensory process in which a person is consciously involved as it occurs, in other words, a lived occurrence (Diller, Shedroff, & Rhea, 2006).
<b>Impairment</b>	Functional limitation within the individual caused by physical, mental or sensory impairment (Barnes, 1991).
<b>Income-generating activities</b>	Activities focused on creating opportunities for communities to productively apply locally available resources to develop less state dependent, more self-reliant households and communities to be able to care for themselves (Van Niekerk & Van Niekerk, 2009; National Development Agency, 2013).
<b>Income-generating project</b>	Small-scale economic activities are undertaken by two or more persons, who are ultimately expected to produce an income (Ala, 1996).
<b>Perception</b>	Process in which individuals translate sensory information into a coherent understanding of the world in which they exist (McMillan Dictionary, 2012).
<b>Person (s)/ People with disabilities</b>	People with disabilities include those who have long-term physical, mental, intellectual or sensory impairments, which in interaction with various barriers may hinder their full and active participation in society on an equal basis with others (CRPD, 2006).

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## **1.10 OUTLINE OF THE STUDY**

This dissertation is structured into five chapters followed by a reference section. In the end, an appendix section has been included for further information on some specific issues. A brief outline of the chapters is as follows:

### **Chapter 1: Introduction**

Chapter one is the initial and introductory chapter wherein the background of the study is discussed, which forms the basis of the understanding of the research study. The chapter further outlined the problem statement, the research questions, aim and the objectives of the study. After that, the delimitations and limitations of the study were discussed.

### **Chapter 2: Literature Review**

This chapter addresses some of the core points related to disability by exploring the meaning of the concept of disability as well as the socio-economic status of people with disabilities. It further reviews the barriers to empowerment and various concepts that are closely linked to disability.

### **Chapter 3: Research Methodology**

This chapter of the study outlines the research methodology and procedures used to collect and analyse the data for answering the research questions and attaining the purposes. It is arranged into four main sections where the first section explains the research design, methods of data gathering including instruments and techniques. The second section deals with the selection of the study area, population, sample size and sampling method and the third section presents data processing and analysis methods. The last section explains the critical consideration of the applied methodology.

### **Chapter 4: Data presentation, analysis and interpretation**

This chapter discusses the qualitative results, which are then compared and contrasted with available literature.

## **Chapter 5: Empowerment model to sustain the participation of the income-generating activities of people with disabilities.**

This chapter presents the empowerment model with suitable measures to enhance the participation of the income-generating activities for people with disabilities.

## **Chapter 6: Conclusions, recommendations and implementations**

This final chapter of the study provides a conclusion of the most significant findings. The limitations associated with this study and recommendations for future research are provided about the experiences and perceptions of people with disabilities participating in income-generating activities in the protective workshop.

### **1.11 CONCLUSION**

In this chapter, the introduction to the research was provided in which the background, motivation, the problem statement, purpose, objectives, delimitations and the significance of the research were explained. This chapter concluded by providing an outline and a short description of the chapters.

## **CHAPTER 2 : CONCEPTUAL FRAMEWORK/ LITERATURE REVIEW**

### **2.1 INTRODUCTION**

The aim of the study is to design an empowerment model that can enhance the participation of people with disabilities in income-generating activities in a protective workshop. This chapter discusses the literature reviewed which addresses some of the core points related to disability. The purpose of a literature review based on Bless and Smith (2000) is to locate, read, understand, interpret and form conclusions about published literature on the issue under study. Polit and Beck (2008) point out that the literature review aims to understand the state of current knowledge and to develop an argument that supports the need to conduct the study. The authors, therefore, shows that literature review is necessary in order to assess the gap in the current state of knowledge related to the issue of interest.

This chapter presents the summary from the literature reviewed under the following sub-headings: theoretical framework; policy framework about disability in South Africa; overview of disability; socio-economic status of people with disabilities; economic participation of people with disabilities; empowerment and a brief overview of income generating activities

### **2.2 THEORETICAL FRAMEWORK**

#### **2.2.1 The social model of disability**

Disability maybe regarded as a personal problem that individuals face and this requires personal adjustment and individual solutions. Conversely, it can be viewed as the result of limitations imposed by social, cultural, economic and environmental barriers (USAID, 2013). Oliver (1983) refers to the above-mentioned approaches as a medical model and social model. This study, however, supports a social model approach to disability and will, therefore, use it together with empowerment theory as its theoretical framework.

Nagata (2007), highlight that the social model provides an interaction framework between disability, poverty and development. This model was developed by scholars such as Finkelstein (1980), Oliver (1986, 1990), Barnes (1992) and Shakespeare (1996) and was

pioneered in 1976 by the Union of the Physically Impaired Against Segregation (UPIAS). The social model of disability which is increasingly recognised in the views of Gottlieb, Myhill and Blanck (2010), acknowledges that disability is socially constructed. This, in other words, means that the “problem” is not placed on the individual with impairment but rather on the society as the cause of the problems that people with disabilities encounter. In addition, it also emphasise the abilities of people with disabilities that fosters respect for inability. This model nevertheless does not deny that a person with a disability might have functional limitations caused by impairment either physical, mental or sensory. The model evaluates the socio-economic environment as well as the impact that barriers have on the full participation and inclusion of people with disabilities as part of mainstream society. The social model also focuses on recognising people with disabilities as equal citizens with full political, social economic and human rights rather than on their differences. Likewise, the social model also emphasises the need for broader attitude changes in society; the provision of accessible services and activities; and the mainstreaming of disability to ensure full inclusion of people with disabilities as equals (White Paper on the Rights of People with Disabilities 2015). The model further gives prominence to people with disabilities to participate actively in transformation processes to improve the quality of their lives. Conversely, this model does not deny the reality of “impairment”, (an incident of human diversity) or the impact this may have on the individual. Unlike the medical model, which disseminates sheltered employment opportunities that are not part of the open labour market, the social model has had positive outcomes for employment in countries like the United States, Canada and Australia (Gottlieb *et al.*, 2010). In the view of Shapiro (1994), this has helped change the perceptions employers had concerning people with disabilities.

### **2.2.2 The empowerment theory**

This theory offers value frameworks for promoting human empowerment, for instance, people with disabilities involved in income-generating activities. Empowerment theory is perceived as one of the best in supporting the interests of people with disabilities (Budeli, 2012). The aims of empowerment according to Robbins, Chatterjee and Canda (1998) are to provide a conceptualization of social stratification, identify the personal and political barriers as well as the dynamics that maintain oppression. Empowerment also offers

value frameworks for promoting human development and identifies practical strategies that overcome oppression and people's strength, resilience and resources. Furthermore, Robbins *et al.*, (1998) intended people with disability to realise their strengths and aspirations to engage themselves in activities that support their wellbeing.

A theory of empowerment according to prior research include both process and outcomes (Swift & Levine, 1987; Perkins & Zimmerman, 1995; Sadan, 1997; Zimmerman, 1995, 2000). The empowering processes according to this theory include activities, structures and actions that may be empowering to someone. These processes enable individuals or groups to develop skills and obtain resources that will make independent decisions solve their problems (Moran, Gibbs & Mernin, 2017). For example, an individual may decide to get involved in an organisation or community in order to acquire new skills. Empowering processes at the organisational level include shared democratic leadership and decision making while at the community level include accessible government (Zimmerman, 2000) or an entire community working together to bring light to an important issue (Moran, Gibbs & Mernin, 2017).

Empowering outcomes, on the other hand comprise of a measurable level of empowerment that an individual, organisation and community experiences as a result of an intervention that was designed to empower. These include the use of newly developed skills or increased accessibility of community resources (Zimmerman, 2000; Moran, Gibbs & Mernin, 2017). In the view of Zimmerman (2000), the processes and outcomes operate at various ecological levels. Rappaport (1984) as well as Zimmerman (1995) state that empowerment processes and outcome vary in their external form because there is no one standard that can fully capture its meaning for all people in all circumstances. What it means to be empowered for one person may be different for the other person. An example of this would be, a behaviour necessary for someone who just started working or someone who is in an internship to become empowered is different from the behaviour of the middle-aged experienced farmer. This given example shows that empowerment is context and population specific.

The empowering process and outcomes at the individual, organisational and community levels are discussed below. These three elements are mutually interdependent and both the cause and a consequence of each other.

### **2.2.2.1 Empowerment at the individual level**

Literature shows that empowerment at the individual level analysis is referred to as psychological empowerment (PE) (Zimmerman, 1990 a; Zimmerman & Rappaport, 1998) which comprises of domains of *intrapersonal, interactional and behavioural components* (Zimmerman, 1995; Zimmerman & Warschausky, 1998).

The intrapersonal component is described as individual's own beliefs about their ability to control their environment (Zimmerman, 1995, 2000) and focuses on person's feelings about their inner world because it is perceived as the emotional component of psychological component (Kasturirangan, 2008). Zimmerman (2000) further point out that the concept of this component is indicated by self-efficiency, competence, and motivational aspects of perceived control.

The interactional component, according to Zimmerman (1995, 2000) refers to how people use analytical skills such as decision-making and problem-solving skills to influence their environment. In Zimmerman (2000) perspective, individuals can develop analytical skills through participation in activities and suggests that individuals model others and identify resources and develop strategies for social change.

The behavioural component is about taking action to exert control and to remove barriers by participating in activities and community organisations (Zimmerman & Rappaport, 1998 & Zimmerman, 2000). Community organisations based on Zimmerman (2000) provide opportunities for learning new skills, builds a sense of control and confidence. In the view of Zimmerman (1995), empowerment should include aspects of the three domains mentioned above, even though it might be different for each individual and their environment.

### **2.2.2.2 Empowerment at the organisational and community level**

Zimmerman (1995; 2000) posit that empowering organisations are organisations that provide opportunities for people to gain control over their lives. Empowering processes at the organisational level include collective decision-making and shared leadership. Its empowering outcomes include development of organisational networks, organisational growth and policy leverage (Perkins & Zimmerman; 1995). Research shows that empowering organisations on this level creates opportunities for members to develop

skills and participate in organisational decision-making (Sadan, 1997; Zimmerman, 1995, 2000).

An empowered community, on the other hand, is a community that initiates efforts to improve the community, leadership is shared by many members and provides opportunities for the citizen to participate in the activities and organisations work together for the benefit of the community. Empowerment process at the community level comprises of collective action to access government and other community resources such as the media. The outcome at this level includes accessible community resources and the existence of organisational coalitions (Zimmerman, 1995; 2000). Empowering communities in Sadan, (1997) and Zimmerman, (1995, 2000) perspectives, gives citizen access to resources as well as the opportunity to influence their community while respecting the diversity of all community members.

The above-mentioned showcase that the empowerment theory acts as an agent of change. It also enables the communities to learn to recognise conditions of inequality as well as the injustice with the aim of taking action to escalate the powers of those viewed as powerless.

### **2.3 POLICY FRAMEWORKS ABOUT DISABILITY IN SOUTH AFRICA**

The South African government has developed various policies, frameworks and guidelines since 1994 to direct the successful inclusion of people with disabilities in mainstream society. These policies and frameworks are aimed at increasing access and opportunities for all people to ensure that they can develop livelihoods that are sustainable. They are also intended to redress past inequalities and addresses the needs of those people who were previously disadvantaged as well as the marginalised group like people with disabilities. These policies include amongst others the following:

- **The Promotion of Equality and Prevention of Unfair Discrimination (PEPUDA) (2000):**

This act deals with prevention, prohibition and elimination of unfair discrimination, hate speech and harassment. It also addresses issues of environmental accessibility as well as a reasonable accommodation in the workplace.

- **The Employment Equity Act 1998 (EEA):**

This act prohibits unfair discrimination in practice or through employment policies of people with disability. Also, the act mandates organisations to recruit, retain and develop people from designated groups which include people with disabilities.

- **The Skills Development Act No. 97 of 1998:**

This act provides a framework for improving the skills of the South African workforce through national and local workplace strategies.

- **The White Paper on an Integrated National Disability Strategy (INDS) (1997):**

The white paper emphasises a need to integrate disability issues in all government development strategies, planning and programmes.

- **The National Skills Development Strategies (NSDS) 1 (2001), 2 (2005) and 3 (2011)** focused on the promotion of equality and cultivating life-long learning; creating opportunities for disadvantaged people; development and equity, promoting employability and sustainable livelihoods.

- **The Constitution of the Republic of South Africa (1996:739):**

This constitution guarantees the rights of people with disabilities to be treated equally and enjoy the same rights as other citizens.

- **Code of Good Practise on the Employment of People with Disabilities (2002):**

This is a guide for employers to promote equal opportunities and fair treatment for people with disabilities as required by the Employment Equity Act no 55 of 1998.

These policies and framework are aimed at dealing with the challenges that limit the ability of people with disabilities to participate in society. This, therefore, shows that policy frameworks for people with disabilities are quite comprehensive and holistic.

## **2.4 OVERVIEW OF DISABILITY**

A thorough understanding of what is a disability and how people with disabilities are categorised is essential. As mentioned in Chapter 1, disability is the broad term that covers impairments such as movement impediment and limitation to participate. These impairments restrict the body to function properly or affects the structure of the body. Hence, limiting individuals to perform activities or participate in the day-to-day life situations (WHO & WB, 2011). It should be noted that the statistics regarding the spread of people with disabilities (PWDs) in South Africa is inadequate, out-dated and contradicts with the figures received from the specific disability federations, as is the case in most countries globally. The inadequate data and statistics often hinder understanding and action on disability inclusion (WHO & WB, 2011). It is important to highlight that understanding the numbers, as well as the circumstances of people with disabilities, can provide services that will allow their participation. It will also help in eliminating the barriers that PWDs face (WHO, 2011). This, therefore, requires attention.

Stats SA (2014), Census 2011 of the profile of people with disabilities shows that South Africa has a national disability prevalence rate of 7,5% (8,3% females & 6,5% males). This includes individuals aged five years and older, with Free State province having the highest proportion of people with disabilities of 11%. In addition, 4,3 % of the South African population are disabled. This census also shows that the black African population have the highest proportion 7.8% of people with disabilities and it is more prevalent among females compared to males (8,3% & 6,5% respectively).

## **2.5 TYPES OF DISABILITIES**

Various researches have categorised disabilities by employing various sets of criteria. According to the World Health Organisation and World Bank (2011), there are various types of disabilities, and it is often a temporary condition rather than a permanent status. However, stereotypes about people with disabilities being a wheelchair user, blind or deaf persist. This shapes the public view of people with disabilities. This research chooses the category concerned with the type of impairment that people are faced with. Powers (2008) states that the main types of disability include sensory disabilities (visual and hearing impairments); physical disabilities (mobility and orthopaedic impairments); intellectual disabilities (impairments in learning, understanding and concentrating) and

psychosocial disabilities (impairments brought about by mood disorders, maladaptive behaviours and mental illnesses).

A report on the prevalence of disability in South Africa classifies people with disabilities into six categories based on the degree of difficulty. The categories used for the 2011 Census are; seeing, hearing, communication, physical, mental and difficulty in self-care. The census shows that the percentages of people with disabilities that have severe difficulties and cannot do anything at all in terms of their general health and functioning are very low, for example 0,8% are unable to perform self-care functions; 0,2% experience difficulties with remembering/concentrating; 0,1% experience difficulties with hearing; 0,2% experience difficulty with walking/climbing stairs, and 0,2 % have difficulty with communication. Furthermore, the Census shows the following proportions of people with disabilities who have some difficulties regarding their general health and functioning:

- Seeing (11%)
- Cognitive (remembering and concentration) (4, 2%)
- Hearing (3, 6%)
- Walking or climbing stair (2%)
- Self- care (2%) and
- Communication (2%)

Based on the disability types mentioned above, one can contend that there is a range of particular needs that should be met to ensure that the productivity of individuals is maximised for each disability type. For example, job tasks might need to be broken down into more easily understood steps to meet the needs of people with intellectual disabilities while people with psychosocial disabilities might need to take regular breaks. Also, people who are deaf or hard of hearing might require communication methods, such as sign language.

## **2.6 DISABILITY TERMINOLOGY AND LANGUAGE**

The choice of appropriate terminology is important to the process of building positive relationship and this can also reflect the way in which disability is perceived. According to the South African Human Rights Commission (2017), language can be used as a tool to facilitate change and bring about new values, attitudes and social integration. The

commission further state that negative words and stereotypes act as barriers to understanding the reality of disability and that prevailing attitudes and misguided language promote beliefs that persons with disabilities are suffering, sick, disadvantaged and needy. It is therefore vital to use appropriate language and avoid labelling people by their impairments.

The disability toolkit compiled by South African Human Rights Commission (2017) provides the dos and don'ts when referring to people with disabilities. These are illustrated in table 2.1 below.

Table 2.1: Do's and don'ts when referring to people with disabilities

<b>Do's when referring to people with disabilities</b>	
✓ People with disabilities, the disability community.	✓ Seizure, epileptic episode or event.
✓ Has a disability, is a person with a disability.	✓ People with emotional disorders, mental illness, mental health disability, psychiatric disability.
✓ People without disabilities, able-bodied, person who is able to walk, person who can see, etc.	✓ Person with a developmental disability, person with mental retardation, person with a developmental delay, person with Down syndrome or person who is brain injured, has traumatic brain injury, is brain damaged, with a closed head injury.
✓ Person who is blind, person who is deaf or hard of hearing.	✓ Short stature, little person
✓ Person who uses a wheelchair, wheelchair user	✓ Person with spinal cord injury, man with paraplegia, woman who is paralysed.
✓ Accessible parking, parking for people with disabilities.	✓ Congenital disability, birth anomaly.
✓ Person who cannot speak, has difficulty speaking, uses synthetic speech, is non-vocal, non-verbal.	✓ Has had polio, experienced polio

✓ Person with cerebral palsy, Person with a disability, walks with a cane, uses leg braces.	Stay-at-home, hard for the person to get out
✓ Person with a speech impairment, who has a speech disability, speech disorder, or communication disability.	Person with Alzheimer's disease, person who has dementia.
✓ Person with epilepsy, person with seizure disorder.	
<b>Don'ts when referring to people with disabilities</b>	
❖ The disabled, the handicapped	❖ Fit, attack. Crazy, maniac, lunatic, insane, nuts, deranged, psycho, demented
❖ Crippled, suffers from, afflicted with, stricken with, victim of, invalid	❖ Retard, mentally defective, moron, idiot, slow, imbecile, feeble-minded, Down's person, mongoloid.
❖ Normal person, healthy, whole.	❖ Dwarf, midget
❖ The blind, the deaf person.	❖ Paraplegic, quadriplegic
❖ Wheelchair bound, confined or restricted to a wheelchair	❖ Birth defect
❖ Handicap parking. Dumb, mute. Stutterer, tongue-tied.	❖ A post-polio, suffered from polio.
❖ CP victim, spastic	❖ Homebound. Senile, demented.
❖ Crippled, lame, deformed. Epileptic	

**Source: Disability toolkit. South African Human Rights Commission (2017).**

## **2.7 SOCIO-ECONOMIC STATUS OF PEOPLE WITH DISABILITIES IN SOUTH AFRICA**

### **2.7.1 Education**

Formal education in South Africa is governed by two national departments namely; Department of Basic Education (DBE) and Department of Higher Education and Training (DHET). The DBE is responsible for primary and secondary schools, while the DHET is responsible for further education and training (FET) colleges, adult basic education and

training (ABET) centres as well as higher education (HE) institutions. Primary education is split into three phases namely Foundation (grade 0-3), Intermediate phase (grade 4-7) and senior phase (grade 8-9). Secondary school starts in grade 10-12. Compulsory education in South Africa, start at the age of 7 and continues until the age of 15, followed by non-compulsory further education and training (FET).

People with disabilities attending education institutions continue to experience difficulty accessing education and people with severe difficulties have the worst educational outcomes. For example, 5,3% had attained higher education, 23,8% had no formal education, and 24,6 % had some primary education (Stats SA, 2014). Similarly, evidence from various studies steadily also shows that globally, adults with disabilities have lower education achievements (Hoogeveen, 2005 (Uganda); Loeb, Eide, Jelsma, Toni & Maart, 2008 (South Africa); Mete, 2008 (Eastern Europe); Rischewski, Kuper, Atijosan, Simms, Jofret-Bonnet & Foster, 2008 (Rwanda)). World Bank, 2009 (India); Mont & Viet; Trani & Loeb, 2010 (Afghanistan & Zambia); Cuong, 2011 (Vietnam)).

### **2.7.2 Income**

Households depend on various income sources such as salaries, wages, remittances, pensions and grants. The South African Social Security Agency (SASSA) provides financial benefits for people with disabilities in the form of a non-contributory cash transfer the Disability Grant (DG) aimed at individuals who are poor and unable to support themselves through work due to their disability (adults aged 18-60 for women, 18-65 for men). According to SASSA (2017) fact sheet issue, no 8 of (2017), 1,070,372 of people with disabilities in South Africa receive disability grant.

### **2.7.3 Housing**

Access to basic social services such as amongst others housing, water, sanitation and clean environment plays a significant role in determining the well-being of individuals. These services have been shown to be closely linked with the health status of households and are generally deliberated as some of the most important social determinants of health.

Housing in this study is categorised as formal, informal and traditional. Formal housing, on the one hand, comprises of dwellings or brick structures on separate stands; flats or apartments; cluster houses; townhouses; semi-detached houses and rooms. Informal housing, on the other hand, consists of informal dwellings or shacks in backyards or informal settlements. Traditional housing is defined as 'traditional dwelling/hut/structure made of traditional materials' such as thatch and mud.

The following results were reported in Census 2011 (Stats SA, 2014) of the profile of people with disabilities: The households headed by people with disabilities living in formal dwellings were about 3% lower than those headed by people without disabilities. More than half (55,4%) of households headed by persons with disabilities lived in dwellings owned and fully paid off, about one in five (20,6%) lived in occupied rent-free dwellings, while about (12%) lived in rented dwellings. The same census shows that the proportion of households in traditional dwellings headed by people with disabilities is two times higher (15,3%) than that for households headed by people without a disability (7%).

#### **2.7.4 Piped water, flush toilet, electricity and refuse dump**

Census 2011 (Stats SA, 2014) of the profile of people with disabilities in South Africa also shows that about (13,4%) of households headed by people with disabilities had no access to piped water compared with (8,2%) of those headed by people without disabilities. Less than half (45,2 %) of households headed by people with disabilities had access to a flush toilet facility, and more than a third (37,1%) used pit toilets.

In addition to the above, Census 2011 indicates that the households headed by people with disabilities using wood for cooking were about 9% higher than households headed by people without disabilities and had higher proportions using candles for lighting compared to households headed by people without disabilities (14,6% & 11% respectively) (Stats SA, 2014). Finally, the results show that more than a third (38,2%) of households headed by people with disabilities had their refuse dump. This figure is 10% higher than that of households headed by people with no disability.

## **2.8 ECONOMIC PARTICIPATION OF PEOPLE WITH DISABILITIES**

According to Makgetla (2001), South Africa ranks among the countries with the worst unemployment and poverty and the highest income inequalities in the world. Multiple studies generally illustrate that people with disabilities in developed countries experience lower employment rate and when employed have lower wages (Hoogeveen, 2005 (Uganda); Mete, 2008 (Eastern Europe); Mitra, 2008 (South Africa); Mitra & Sambamoorthi, 2008 (India); World Bank, 2009 (India); Trani and Loeb, 2010 (Afghanistan and Zambia)). This unemployment rate is according to research caused by discriminatory attitudes and practices, inaccessible and unsupportive work environments and inadequate access to information.

There is a low labour market absorption of people with disabilities, and this is related to economic participation (Stats SA, 2014). To illustrate the situation of people with disabilities in the labour market, the 14th Commission for Employment Equity (CEE) Annual Report (2013-2014), which is based on reports received from designated employers revealed that only 0,9% (50 867 out of a total 5 593 326) of the country's Economically Active People (EAP) are people with disabilities. Of this number, White people with disabilities are mostly represented in the private sector, NGOs and national government, whereas African people with disabilities are highly represented in government and particular provincial government and are fairly represented in NGOs. Indians, on the other hand, are mostly represented in institutions of learning, and only 1.5 % are in top management positions, and 1,2% hold senior management posts. The report also shows that the highest representation amongst people with disabilities at top management level in almost all provinces of South Africa are White and no females with disabilities are found at top management level in the agriculture sector. Furthermore, the report indicates that 87.5 % of the top managers are white males in the agriculture sector and 12.5% are African males; and those who are senior managers in the agriculture sector, 65,7 % are White males, and 11,4 % are African males. Finally, the report shows that PWDs accounted for only 1% at the skill level and 1,4% at the unskilled level.

The 17<sup>th</sup> CEE Annual Report (2016) which is the latest report, shows that there has been a little progress made in the employment of people with disabilities since the inception of the Employment Equity legislation in 1998. The report also indicates that those who are employed are mainly hired to do menial tasks, and many of them are employed at the

lowest entry levels of the organisation. Similarly, Tesfany (2010) highlight that PWDs at times is involved in low skilled jobs which offer little or no opportunities for career progression and are condemned to produce homemade products, which are uninspiring. The following figures about PWD are indicated in the report:

- PWDs are underrepresented at 1, 2% at top management and that white and Indian male group dominate in terms of representation among PWDs in almost all provinces.
- There is only one White male person with a disability (0,8%) at the top management level in all the South African Universities.
- PWDs accounted for 1,1% at the senior management level and that there is a higher level of presentation of PWDs at this level, (39%) for male, the white group followed by (12%) African male group.
- PWDs are underrepresented at 0, 9 % at the professionally qualified level, and that white PWDs both males (34 %) and females (17,7%) followed by Africans are more represented at the professionally qualified level.
- Only 0.8% of White male employees with disabilities, (0,2%) African, (0,1%) foreign Nationals and 0.4% females, are at the professionally qualified level at universities.
- The representation of PWDs at the skills technical level is grossly underrepresented at 0, 9% and that the African male group has the most representation (27, 8%).
- The percentage of PWDs at the semi-skilled and unskilled level stands equally at 0,8%
- The most PWDs at both the semiskilled and unskilled level are Africans with African males being the most represented at (40,3%) at the semi-skilled level and (71,5 %) at the unskilled level followed by Coloured (14,1%) and White (13,7%).

Likewise, the profile of people with disabilities who were not economically active in the 2011 census data showed that the black African population group has the highest prevalence amongst people with disabilities (Stats SA, 2014).

The above-mentioned figures indicate that people with disabilities are still under-represented in the workplace and their employment rate in South Africa is still lower at all

levels. These figures, therefore, show that reasonable accommodation is not taking place in the workplace and there is an imbalance in the representation of people with disabilities across population groups and gender. It is also important to highlight that the inequity between people with disabilities and the able-bodied population also exists in the United States and Britain (Stoddard, Jans, Ripple & Krause, 1998; Bromage, 1999). Furthermore, the African Union Continental Plan of Action for the African Decade of PWDs (2010) states that the high rate of unemployment amongst people with disabilities is prevailing on the African continent.

## **2.9 EMPOWERMENT**

This section briefly provides a brief overview of dimensions of empowerment, explains the meaning of empowerment, its importance in relation to disability, barriers to economic empowerment as well as the strategies that can be utilised to empower people with disabilities. This section further discusses the overview and role income-generating activities can play in empowering people with disabilities.

### **2.9.1 Brief overview of the Dimensions of empowerment**

There are four most popular dimensions of empowerment, namely; economic, human and social, political and cultural empowerment (Luttrell *et al.*, 2009). The purpose of economic empowerment is to ensure that people with disabilities have the appropriate skills, capabilities as well as resources. Economic empowerment also seeks to ensure that people with disabilities have access to secure sustainable income and livelihoods (Luttrell *et al.*, 2009). Page and Czuba (1999), point out that human and social empowerment seeks to help people with disabilities to gain control of their lives. Piron and Watikins (2004), refer to political empowerment as an outcome of collective action that result in collective change where people with disabilities are supported to claim their rights. Cultural empowerment according to Stromquist (1993) in Sibanda (2015) constitutes the redefining of rules and norms that are paying attention to the minority rights of people with disabilities as an entry point for forcing positive change. Economic empowerment seems more appropriate for this study.

## 2.9.2 Definition of empowerment

The aim of this study was to develop an empowerment model; therefore, the concept is briefly explored. The term empowerment is very extensive just like disability. Helander (1993) describes empowerment as a process through which people with disabilities can develop the skills to take control of all aspects of their lives and their environment. Helander further state that empowerment comprises of confidence building, insight and the development of personal skills. Similarly, Budeli (2012) defines empowerment as a process by which individuals and groups gain power, access to resources and control over their lives. Rodney (1972) in Muneno and Tom (2013) views empowerment as a sided process which entails increased skill, capacity, creativity as well as responsibility at an individual level. Cornell Empowerment group (1989) defines empowerment as an international, ongoing process centred in the local community, involving mutual respect, critical reflection, caring, and group participation, through which people who are lacking an equal share of valued resources gain greater access to and control over those resources. Rappaport (1984) states that empowerment may occur at multiple levels of analysis and defines empowerment as a process; the mechanism by which people, organisations, and communities gain mastery over their lives”

According to Rappaport (1981), Sadan, (1997) and Zimmerman (2000), empowerment involves a process of giving power over one’s own to an individual or group that has traditionally been marginalised. Empowerment involves a strengths-based approach. This approach, sees individuals as having competencies as well as the right to work independently but needs opportunities as well as the resources from the external environment to manifest those. (Moran, Gibbs & Mernin, 2017). Empowerment is also defined as empowering or developing the skills and abilities amongst persons with disabilities to effectively communicate their socio-economic needs to others in society, represent themselves and actively participate in all decision-making processes on matters that directly impact on their lives (WPRPD, 2016). Empowerment in Gutiérrez (1992) perspective, refers to the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations.” The above-mentioned definitions indicate that empowerment is the process in which efforts to gain control are central and that participation with others to achieve goals, efforts to gain access to resources are basic components of the construct.

For the purpose of the study, the definition by Gutiérrez (1992), will be utilised in this study because it takes into consideration the intrapersonal and interpersonal power of individuals to improve their situations.

### **2.9.3 Purpose of empowerment**

The purpose of empowerment is to help individuals by providing them with resources, opportunities as well as knowledge and skills which are necessary to fully partake in the community (Helander, 1993). Muneno and Tom (2013), further posit that the principle of empowerment is to prepare people with disabilities with employment skills and daily survival. This according to Further Education Unit (1989), is referred to as an employability package which includes amongst others motivation to work, ability to understand and carry out instructions, ability to work with minimum supervision, regular attendance and reliability in keeping time.

### **2.9.4 Barriers to economic empowerment faced by people with disabilities**

Across the globe, people with disabilities encounter a number of barriers such as:

- **Environmental** (e.g. built environment, transportation, information and technology and communication)
- **Institutional** (e.g. inadequate laws, policies, practices and procedures adopted by the government, employers, business and public agencies exclusions from existing employment or financial services; lack of funding to sustain services) and
- **Attitudinal barriers** (e.g. stigma, stereotypes, misconceptions and discrimination) (WHO, 2002, United States Agency for International Development (USAID), 2013).

Likewise, it has been found that PWDs in South Africa face interacting barriers such as amongst others, lack of accessible transport to reach the workplace, lack of skills training, lack of application and monitoring of the Employment Equity Act (Berthoud *et al.*, 1993; Moodley, 1997; EPRI, 2001a; DoL, 2002; EPRI, 2004; Seirlis & Swartz, 2006). Similar findings from a study “Impact of services for people with spinal cord lesion (SCL) on Economic Participation” by Momin (2004), also reveal that PWDs suffers from various forms of barriers such as appropriate skills, lack of educational qualifications,

discriminating attitude receiving appropriate wages, inaccessible transport and environment. The barriers above are very deep-rooted social – structural constraints and tend to limit the life chances and the ability of PWDs to participate in economic activities. Scholars (Berthoud, 2008; Jones & Jones, 2008; 2011; Meager & Higgins, 2011) also highlight that, different impairment characteristics as well as the type, severity and health problems also influence the participation rate. Such barriers experienced by PWDs are above those faced by people without disabilities. The following discussions briefly highlight some of these barriers.

#### **2.9.4.1 Environmental barriers**

For people with disabilities to participate fully in community life, access to the physical environment, transportation, technology, information sources and buildings are essential (Braithwaite & Mont, 2008). However, people with disabilities encounter environmental difficulties that make physical access to employment challenges. A physical environment such as infrastructure, equipment and machinery has been found to be major barriers to preventing the employment of PWDs (Maja, Mann, Sing, Steyn & Naidoo, 2011). South African research has supported this, for instance, the research by Wordsworth (2003) explored generic barriers to employment of PWDs in the open labour market, identified inaccessibility of buildings and infrastructure as the predominant physical obstacle to employing PWDs. Findings in the study by Metu (2011) which perused the factors influencing the performance of income-generating activities among persons with physical disabilities also indicated that a vast majority of PWDs were faced with high levels of mobility difficulties due to physical and environmental barriers in the built environment affecting their choice of business and ability to run them.

A study in the Republic of Korea by Park, Lee, Lee, Gwack, Park, Kim and Kim (2009) who investigated the “Disparities between persons with and without disabilities in their participation rates in mass screening” indicates that transportation barriers were a likely factor in keeping people with severe physical disabilities from participating.

Miles (1999), further points that barriers to information are also among the barriers that can prevent people with disabilities from engaging in business because information is required in various formats, to ensure that all types of impairment that people may have

been taken into account. These might include technical support, detailed assessment of the type of information required by people with disabilities to start and grow a business.

The scarcity of information transcribed into Braille as well as the lack of Sign language interpretation for those with sensory impairments are amongst those barriers that serve to keep people with disabilities out and without the information, they need to participate fully (Yeo & Moore, 2003).

Because of the lack of literacy and education, the researcher has observed that some people with disabilities may also experience a language barrier to communication as some can only speak their home language. It is known that language is the primary means by which humans communicate with one another and is needed for any communication. The difference in language can, therefore, create a barrier, as two people speaking different languages cannot communicate with each other. Similarly, individuals in society need to be understood and also need to understand what others are communicating because failure to communicate can lead to problems with compliance (Slabbert, 2015).

#### **2.9.4.2 *Institutional barriers***

Barnes (1991), highlight that institutional barriers for people with disabilities are when the institutions discriminate against them in various ways and or fail to take full account of their needs.

It is also well known that education and training are significant to excellent and productive work for a reasonable income and it contributes to the human capital formation. Education is also a key factor of personal well-being, welfare as well as changing the preconceived opinions and attitude (Moran & Block, 2009). However, as mentioned above, people with disabilities attending education institutions continue to experience difficulty accessing education. It is estimated, for example, that in South Africa, between 500,000 and 600,000 children with disabilities are out of school (Department of Basic Education Report, 2016). Research shows that the majority of people with disabilities have been excluded from the education system due to cultural beliefs about disability, inaccessibility of 'special schools' and exclusion from mainstream education, resulting in minimal or no education. This number unavoidably results in increasing levels of illiteracy and limited

skills amongst people with disabilities (Gathiram, 2008; Human Rights Watch Statement to Portfolio Committee on Basic Education, 2016).

South Africa is not the only country facing this challenge. Research from other countries such as Uganda, Vietnam, Rwanda, also indicates that adults with disabilities have lower education achievements (Hoogeveen, 2005; Rischewski *et al.*, 2008 & Mont *et al.*, 2011).

Research further shows that there is insufficient learning material to teach children with disabilities in South Africa (Section 27, 2015). The Department of Women, Children and People with Disabilities Baseline Report (2013) for example, show that currently, the South African education system does not provide enough skills for young people with disabilities to partake in the open labour market. The same report shows that the lack of access to resources during the early stages of education has a negative impact on the appropriate skills acquisition. Lack of skills amongst PWDs has been identified in various research as a major challenge inhibiting their economic participation. A study by Wordsworth (2003), indicates that employers thought PWDs frequently did not have the experience and skills required for specific jobs. Steenekamp, van der Merwe and Athayde (2011) elucidate that South Africa does not suffer from a lack of creative spirit but lack of business education and entrepreneurial skills that can empower an individual in an enabling environment.

Trends in the job market suggest that for people with disabilities to facilitate their opportunities of being employed, support from education and training should be provided (Munemo & Tom, 2013).

Furthermore, international research conducted by Dark and Light Blind Care (2008) shows that there is a lack of vocational training and employable skills for PWDs. According to this research this barrier may be due to high training fees which sometimes result in PWDs not attending the training course of their choice; lack of accessibility of training centres; lack of stimulation to participate and join the training centre; lack of suitably trained teachers; lack of assistance in the form of special need teachers and lastly lack of awareness of training providers.

The underrepresentation of PWDs in the workplace as well as their low employment level indicated in both the 14<sup>th</sup> and 17<sup>th</sup> CEE reports above also showcase the institutional barrier faced by people with disabilities despite the policies adopted by the government. Research as mentioned earlier indicates that people with disabilities in developed

countries like Uganda, Eastern Europe, India, Afghanistan and Zambia also experience lower employment rate and when employed earn lower wages (Hoogeveen, 2005; Mete, 2008; Mitra & Sambamoorthi, 2008; Trani & Loeb, 2010).

We live in a rapidly changing world which requires new technology, and this puts pressure on the competitive labour market and affects the structure of employment. Tasks that are viewed as simple and labour intensive, gradually disappear and are replaced with technology that requires multiple higher-level skills. Because of lack of education, vocational training and employable skills on PWDs this, in turn, puts them at a greater disadvantage (Dark and Light Blind Care, 2008).

#### **2.9.4.3 Attitudinal barriers**

Shier, Graham and Jones (2009) elucidate that misconceptions about the ability of people with disabilities to perform jobs are one of the essential reasons for their continued unemployment and exclusion from opportunities. This may come from the belief that people with disabilities are less productive than their non-disabled equivalents in the workplace and are most likely to be absent from work. Additionally, people with disabilities are also regarded as people who cannot contribute to anything, are waiting to be helped and dependant (Uromi & Mazangwa, 2015). Furthermore, the negative attitude from employers often exists. Some employers according to Dark and Light Blind Care (2008) for example perceive people with disabilities as costly regarding assistive devices and reasonable accommodation. O'Reilly (2007), further states that employers may be reluctant to take PWDs due to a lack of awareness about their abilities and have fears about accidents.

Misconceptions are also prevalent among family members, community and people with disabilities themselves. For example, some people with disabilities do not even attempt to find employment because they have low self-expectations about their ability to be employed (World Bank, 2009).

In addition to the above, Marumoagae (2012), points out that discrimination against people with disabilities is one of the worst social injustices that society has not been able to overcome. Literature has also frequently described discrimination against PWDs as a result of lack of knowledge and negative attitude. Naami (2014), state that a person with

disabilities experiences discrimination daily in all spheres of life as a result of ignorance and misconceptions about their capabilities.

It is well documented that some disabilities can cause more severe discrimination than others. To support this statement, Baldwin and Johnson (1994) as well as Baldwin and Marcus, (2006), point out that different impairments can cause different degrees of prejudgement, with the strongest prejudice exhibited towards people with mental health conditions. A study by Thornicroft, Brohan, Rose, Srtorius, Leese & INDIGO Study Group (2009), shows that 29% of people with schizophrenia experienced discrimination in either finding or keeping a job, and 42% felt the need to hide their impairment when applying for work, education, or training. Witnesses from the report of the committee by Komarnicki (2013), informed the committee that individuals with mental illness and or psychiatric disabilities as well as persons with intellectual disabilities are more likely to experience social and employment-related stigmatisation compared to individuals' with physical disabilities. Additionally, people without disabilities frequently view people with disabilities as inferior, and these views can contribute to unemployment.

Furthermore, compared to people without disabilities, the researcher has observed that PWDs are also more likely to live in poverty due to their average income. According to the social model of disability, these barriers are caused by the way in which society is organised and this result in PWDs being more vulnerable to poverty. The barriers discussed also impose severe limits on life chances for specific groups of people with disabilities. This showcase the need to empower people with disabilities.

### **2.9.5 Why is it important to empower people with disabilities?**

Mpofu, Gasva, Gwembire and Mubika (2011), highlight that, people with disabilities, as well as their families, need to be empowered to be able to take care of their needs in every area of their lives, to take control of their lives as well as participating in decisions that lead to their future (Tsengu *et al.*,2010). Brisden (1998) posit that the empowerment of people with disabilities will result in improved personhood and autonomy. Increasing the productivity of people with disabilities can have economic benefits for society as a whole. Powers (2008) points out that increasing employment levels amongst people with disabilities increase the number of goods and services produced. This, on the other hand, will contribute to the supply and demand side of the economy. Likewise, Gathiram (2008)

highlight that the economic empowerment can assist sustainable, people-centred development and create less dependency on state resources. Also, Eyben, Kabeer and Cornwall (2008), state that economic empowerment enables both women and men to participate contribute and benefit from growth processes that recognise the value of their contributions. This makes it possible to negotiate a reasonable distribution of the benefits of growth. Economic empowerment also increases access to economic resources and opportunities such as jobs, productive assets and skills development.

Research indicates that work is good for physical and mental health as well as the well-being (Waddell & Burton, 2006). Furthermore, employment is envisaged as the most important method of getting financial aid needed for material well-being and in satisfying the psychosocial needs such as individual identity, social roles and social status in the society, (OECD, 2007). Similarly, work also offers people with disabilities the opportunity to be recognised as contributing members of their communities. The need for effective empowerment for people with disabilities, therefore, cannot be overemphasised.

### **2.9.6 How can people with disabilities be empowered?**

People with disabilities can be empowered through various ways such as; education and training, vocational skills development, technology, public and private sector (formal employment), tailored support, self-employment. This research, however, focuses mainly on education and vocational skills development as its strategy to empower people with disabilities.

#### **2.9.6.1 Education**

Ofuani (2011), points out that education is an effective tool for the economic empowerment of people with disabilities because it is the primary means by which marginalised groups can partake in their community. Education contributes to independence, sense of self-worth and economic power. Empowerment and education are linked because education is a fundamental part of all empowerment programmes (Ofuani, 2011). People with disabilities, however, cannot just be empowered through education and training without the assistance of teachers and professionals that work with them. It is therefore important to provide adequate training to the parties involved. Furthermore, curricula for the special and vocational should also consider the activities that will enable the transition of people with disabilities from work to employment (Tsengu *et al.*, 2005).

### **2.9.6.2 Skills development**

As mentioned above, people with disabilities face many barriers that are necessary to engage in economic activity. Evidence shows that people with disabilities often lack access to basic education, making them unqualified to get jobs (Dark and Blind Care, 2008). This shows that just like people without disabilities, people with disabilities also require relevant skills to engage in livelihood activities to be able to participate in the competitive labour market. It is also generally recognised that the development of relevant skills is the key to improving productivity and can open doors to economically and socially rewarding employment (Becker, 1964). Trends in the job market appear to suggest that people with disabilities need support from education and training to facilitate their job opportunities (Muneno & Tom, 2013).

Similarly, Coleridge (2006), points out that access to vocational skills development which is appropriate to the economic environment in which PWDs live is important in achieving economic empowerment goals. The development of relevant skills is, therefore, part of the countries' poverty reduction and human resource strategies. Thus it is more significant than ever that people develop the skills needed to succeed in the job market especially in our current economic status.

### **2.9.6.3 Skills required by people with disabilities**

To increase and improve the chances of people with disabilities in engaging in economic activities, it is first important to consider what skills are required by them. It is well known that various types of skills are needed for any work not just by people with disabilities but also people without disabilities (Powers, 2008). Skills development, however, is the vital element in assisting people with disabilities to be involved in the labour force as they have low education attainment. Those who have had the opportunity to acquire skills have demonstrated their potential to earn a living and contribute to the world of work (Powers, 2008).

Human capital, in addition, is irreversible, meaning that one cannot sell the skills entrenched in people in the market (Pagán-Rodríguez, 2014). Economic empowerment approaches should, therefore, consider the type of skills that need to be developed, to enable PWDs to partake in economic activities.

According to Coleridge (2007), one of the primary issues to consider is the need to build the confidence of people with disabilities, because they are often overlooked about their abilities and potential within their families and communities. It is suggested that this conversely may lead to low expectations, which need to be addressed by developing positive attitudes, knowledge and life skills.

World Health Organization (2010) provides different types of life skills which include amongst others foundation and core life skills, transferable skills, technical and vocational skills as well as business skills.

#### **2.9.6.4 Foundation and core life skills**

Foundation skills are those acquired through basic education and family life and include, literacy, numeracy, ability to learn, reasoning and problem-solving. These types of skills help people to adapt to different situations and are needed in all environments, cultures and both formal and informal economies (WHO, 2011). Fluitman (1989) observed that a lack of these basic skills might be one of the most restrictive barriers preventing people from climbing out of poverty. Guernsey, Nicoli and Ninio (2006), assert that skill deficits in this area are likely to be a particular issue for people with disabilities since the majority of them will not have attended school.

Core life skills comprise the attitudes, knowledge and personal attributes needed to function in the world (WHO, 2010). These skills include how to present oneself, how to listen effectively, communicate and relate to customers. In addition, they also include problem-solving, creative thinking, as well as the ability to work in a team. WHO (2011) further state that core life skills are required by everybody but are extremely notable for people with disabilities as they contribute to acquiring self-confidence and developing self-esteem, relating to other people and changing perceptions of oneself and others.

People with disabilities can learn and develop the knowledge, skills and attitudes necessary to earn their livelihood through various methods. The methods may include home-based skills acquisition within the family, basic education- it is well known that education is the key to success, therefore, basic education (formal or informal) can provide and improve the foundation skills and help develop technical and life skills necessary for work (WHO, 2010).

### **2.9.6.5 *Technical and professional skills***

According to Cobley (2011), technical skills are skills, which enable people to perform specific tasks competently, are required for many types of work. Technical, vocational and professional skills, for instance, prepares one to provide some services as well as undertake tasks such as how to produce or repair something. These may include skills needed in manual occupations, such as farming, carpentry, tailoring, construction, plumbing and electrical work, vehicle repair, sales, marketing, secretarial, food and laundry businesses (Ransom, 2010).

### **2.9.6.6 *Business/ Entrepreneurial skills***

These are the skills required to succeed in running a business and require a basis of numeracy and literacy (Cobley, 2011). Examples of these skills include amongst others management of funds and people as well as planning and organisational skills, business plan preparation, goal-setting and problem-solving.

A combination of some skills mentioned above guarantees greater success in finding decent work and earning an income (WHO, 2010).

## **2.9.7 METHODS TO ACQUIRE THESE SKILLS**

People with disabilities can learn and develop the knowledge, skills and attitudes necessary to earn their livelihood through various methods which include amongst others formal education, mainstream vocational training centres or vocational rehabilitation centres, sheltered schemes and specialised institutions (WHO, 2010). It is well known that education is the key to success, therefore, basic education (formal or informal) can provide the foundation skills and help develop technical and life skills necessary for work as pointed out by WHO.

### **2.9.7.1 *Mainstream vocational training centres or vocational rehabilitation centres***

Experience and observations reveal that some vocational training centres offer a variety of skills training, the latest technology as well as advanced equipment. Additionally, a certificate upon completion is provided. However, barriers such as lack of adaptive aids, high tuition fees and academic entry requirements might be faced by people with

disabilities who want to enrol in such institutions. Furthermore, for individuals with little formal education and those who lack literacy, it is generally better not to depend on traditional 'classroom' training; instead do more practical activities that involves seeing and doing (WHO, 2010).

#### **2.9.7.2 Sheltered schemes/ workshops**

Sheltered schemes may provide people with disabilities with their best chance of being productive and earning income (Powers, 2008). To support this statement, Ransom (2010) provides some evidence based on a case study of the National Centre for Persons with Disabilities (NCPD) in Trinidad. He describes how the Centre has created individualised training plans geared to successful, accredited training and job placement outcomes. Ransom states that when trainees graduate from the Centre, they are invited to join a one-year apprenticeship programme in the local community, mostly with private sector companies, before accessing the NCPD's job placement scheme. Ransom (2010) claims that, in a typical year, around fifty of the graduating trainees obtain job placements through the scheme.

Segregated training institutions have however attracted much criticism for reinforcing the isolation of people with disabilities from the rest of society, and for not providing the accredited learning or employability skills that are necessary for participation in the labour market (Powers, 2008; Ransom, 2010). The example above from NCPD has, to some extent avoided this danger as it is certified to provide accredited training. The scheme also links segregated training to apprenticeship training, which is a more inclusive strategy.

Furthermore, segregated training institutions have been criticised for providing training curricula that often reinforce traditional and stereotypical outdated skills for people with disabilities such as broom-making and basket weaving to "blind trainees" and woodworking to "deaf trainees" (Ransom, 2010).

### **2.9.7.3 Specialised institutions**

Another method of acquiring the skills is through specialised institutions. These institutions, do not only offer valuable vocational and life skills but work experience through practical activities that can help produce products necessary for livelihood sustainability. Evidence shows that some of the specialised institutions do not encourage inclusion and assume that people with disabilities cannot be integrated into mainstream centres (WHO, 2010).

Other methods include open and distant learning self-effort and community-based training. The choice of the suitable method according to the Community- Based Rehabilitation (CBR) guidelines depends on the capabilities, interests, opportunities as well as the resources available.

## **2.10 A BRIEF OVERVIEW OF INCOME-GENERATING**

### **2.10.1 Meaning and purpose of income-generating activities**

According to UNESCO (1993), income- generating was initially been a term used only by economists to explain the intricacies of a nation's economy. It is conversely now widely used to cover a range of productive activities by people in the community. As defined in chapter one, income-generating activities refer to activities focussed on creating opportunities for communities to productively use locally available resources to develop less state dependent, more self-reliant households and communities able to care for themselves (National Development Agency (NDA), 2013). Van Niekerk and Van Niekerk, (2009) highlight that income-generating activities focus on productively using locally available resources to the benefit of the entire community. NDA (2013) further state that income-generating activities provide additional benefits that include: (1) contributing to reduce poverty; (2) improving the wellbeing of the communities as well as (3) empowerment and self-reliance. Income-generating activities generally, assist vulnerable communities to secure income through their efforts.

The explanation provided above indicate that income-generating activities aims to promote a better quality of life for all citizens and to contribute to the development of human resource. This will conversely help people to become useful and productive members of society. This according to UNESCO (1993) can be achieved by empowering

people to identify their economic needs and explore ways and means of fulfilling those needs; by developing self-confidence and ability to undertake income-generating activities through appropriate and adequate training and motivation. It can also be achieved by providing opportunities for continuous upgrading of vocational knowledge and skills for gainful employment and by developing a team spirit for working together for sustainable social and economic growth.

### **2.10.2 Ways to generate income**

It is important to highlight that Income- generation does not always mean receiving money immediately, even though money is used to place a measurable value on the goods and services people produce (UNESCO, 1996). People who are productive for example can harvest plenty of food to feed themselves and or the whole family. In this case, skills have been used not only to meet immediate needs but to save money as well. The value of money in this situation can be placed on the food produced, and the food can be seen as income. People can also generate income by investing in the existing resources such as planting a crop for sale or invest indirectly through bank savings. Money generated from such investments is referred to as income. Lastly, people can generate income by using their skills to serve another person who pays for the use of those skills and in return earn wages.

## **2.11 CONCLUSION**

In this chapter, the social model and empowerment theory which provided the theoretical framework for the study was introduced. This was followed by a variety of definitions and concepts related to disability. It was determined that disabilities are diverse and that people with disabilities experience a high unemployment rate and that they are often excluded from employment in the South African labour market due to interacting barriers. Lastly, the chapter established the urgent need to promote economic empowerment for people with disabilities around the world as well as education and vocational skill development as one of the economic empowerment strategies that can then be developed and implemented in ways that are most likely to succeed.

## **CHAPTER 3 : RESEARCH METHODOLOGY AND DESIGN**

### **3.1 INTRODUCTION**

Research methodology is described as a structured set of guidelines or activities to generate valid and reliable research results (Mingers, 2001). This chapter of the research illustrates the research methodology and procedures used to generate and analyse the data for answering the research questions and attaining the purpose. The aim of this study was to develop an empowerment model that can enhance the participation of people with disabilities in income-generating activities in a protective workshop. The purpose of this study was to provide a holistic view and in-depth insight into the experiences and perceptions of people with disabilities participating in a protective workshop. The data generated was utilized to construct an empowerment model.

The discussion in the chapter is structured around the (a) research paradigm (b) research design, (c) research participants, (d) data generation and sources of data, (e) data analysis and (f) trustworthy. The first section of the chapter, the research paradigm and research design, provides a description and rationale for choosing qualitative research design. The research participants section addresses the participant sample and recruitment process as well as ethical considerations. The data generation and the sources of data section address the study's data sources and procedures. The data analysis and interpretation section give a detailed description of the data analysis and interpretation processes. The final section of this chapter discusses ethical considerations and criteria for ensuring the validity and reliability of the study

### **3.2 RESEARCH PARADIGM: TRANSFORMATIVE**

Research paradigm according to Cresswell, (2013) is also known as a philosophical worldview. Crotty (1998), on the other hand, refers to a research paradigm as epistemologies and ontologies. Worldviews are general philosophical orientations about the world and the type of research that the researcher brings to the study (Cresswell, 2013). These views are based on the experience of the previous research of the study leader and the researcher and are discipline specific. The choice of method that a researcher adopts is influenced by one's epistemology and theoretical position (Skinner,

Hester & Malos, 2013). Furthermore, beliefs held by individual researchers also influence the research approach (qualitative, quantitative and mixed methods) that one adopts. Mertens (2014) concur that research is a product of the values of the researcher and therefore, cannot be independent of them. Research methodology literature (Cresswell, 2013; Mertens, 2014) discusses four types of research paradigm, post-positivism, constructivism, transformative and pragmatism.

The study adopts the transformative approach to research. The transformative paradigm arose during the 1980s and 1990s because of the dissatisfaction with post-positivist and constructivism traditional research approaches by individuals in our society (people with disabilities, feminist, people of colour etc.), who experienced discrimination (Mertens, 2014). The transformative worldview holds that research inquiry needs to be intertwined with politics and a political change, which confront social oppression of the marginalised people in our society (Creswell, 2013). This philosophical worldview focuses on the study of lives and experiences of diverse groups that have traditionally been marginalised. The transformative research enquiry also gives a picture of issues being examined the people to be studied as well as the change that is needed and provides a voice for these people, raising their consciousness or advancing an agenda for change to improve their lives at whatever levels it occurs (Mertens, 2010). This research also assumes that the researcher will proceed collaboratively to not further marginalize the participants as a result of the inquiry.

### **3.3 RESEARCH DESIGN**

#### **3.3.1 Qualitative design**

Dawson (2006) highlight that when one considers research methodology, one looks at the theory of how the inquiry should proceed. This is when one contemplates the choice between the two major research approaches, namely the qualitative and the quantitative approaches.

***As Albert Einstein would say 'Not everything that can be counted counts, and not everything that counts can be counted.'***

This is an exploratory, single case study in the sense that one protective workshop was made use of. This study utilised a qualitative research approach. Creswell (2007) defines qualitative research as a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The purpose was to study the participants in their natural environment. As a process, the approach enabled the researcher to understand a holistic view and in-depth insight of the experiences and perceptions of people with disabilities participating in income generating activities in a natural setting.

When choosing a research methodology according to Guba (1981), it is proper to choose a paradigm whose assumptions are best met by the phenomenon being researched. A variety of scholars such as Domegan and Fleming (2007); Henning, van Rensburg and Smit (2004); Denzin and Lincoln (2003) and Richardson (1995) argue that human beings are best researched using qualitative data. To make this possible and to engage with the participants of the research directly, the qualitative researcher as the primary instrument in the research process has to be in the field to interview and observe the participants in the natural environment of their protective workshop. Then the researcher reviews all of the data, make sense of it and organise it into categories or themes that cut across all of the data sources. The researcher found all these procedures as most appropriate for this research. Also, the researcher realised that it was also going to be impossible to a certain extent to provide a holistic view, in-depth insight and issues around disability and how they affect empowerment opportunities in quantitative form.

Based on the discussion mentioned above, the researcher found the qualitative approach to be appropriate for this study. The researcher personally collected the data by observing and interviewing the participants in their natural setting, in the protective workshop, reviewed all of the data, made sense of it, and organised it into categories or themes that cut across all of the data sources.

Since the researcher in this study intends to explore the experiences and perceptions of participants within IGAs, which is a new area of interest, the explorative strategy of inquiry was used (Neuman, 2000; Graziano & Raulin, 2000; Rubin & Babbie 2001; Mouton, 2001; Patton, 2002; Babbie 2007).

### **3.4 RESEARCH SETTING**

The study was conducted in one of the protective workshops in Bloemfontein, Free State. This workshop is under the management and supervision of the Association for People with Disabilities (APD) Free State which is a non-profit organisation (NPO). The protective workshop consists of one manager, one facilitator and 54 people with disabilities operating in different groups and enables them to generate income for themselves through handmade products. These products are then sold to the public and business. Its programs and services are used to benefit the disabled including the deaf community throughout the Free State. It also empowers people with disabilities to become more independent. The workshop is divided into four projects groups namely; sewing, knitting, beading and tapestry.

### **3.5 STUDY POPULATION, SAMPLE AND SAMPLING TECHNIQUE**

#### **3.5.1 Study population**

The population in this study comprised of people with disabilities involved in income-generating activities from one of the protective workshops in Bloemfontein.

#### **3.5.2 Sampling and sampling technique**

To secure a sample of research participants, the researcher utilised the non-probability sampling. It is a method that does not employ the rules of probability theory (Bless & Higson-Smith, 2000; Babbie & Mouton, 2001; Sarantakos, 2005).

Purposive sampling technique was utilised in selecting study participants for both semi-structured face to face interviews and observations. Purposeful sampling is whereby members of a sample are chosen with a purpose to represent a location or type about a key criterion (Ritchie & Lewis, 2003). The homogeneous purposive technique was therefore used in this research. Patton (2002) defines homogeneous sampling as a purposive sampling technique that aims to achieve a sample whose units (e.g., people, cases.) share the same or similar characteristics. A homogeneous sample is often selected when the research question that is being addressed is specific to the

characteristics of the particular group of interest, which is subsequently examined in detail.

### **3.5.3 Inclusion criteria**

The researcher aimed to include purposefully as much diversity as possible (Appendix G). The criteria for inclusion of the research participants included:

- Both males and females of working age (19-59 years)
- Participants representing different age categories namely [19-25; 26-32; 33-39; 40-46; 47-53; 54-59]
- Participants who represented different ethnic groups
- Participants who represented different languages
- Participants with physical, mental and or intellectual disabilities
- Participants who reside in various wards of Mangaung Municipality, Bloemfontein
- Participants who have been participating in IGA in the protective workshop for longer than a period of 6 months

According to research, 12-15 participants are generally considered sufficient in qualitative studies (Glaser, 1967; Bertaux, 1981; Miller, 1997; Green & Thorogood, 2004,). By the 18<sup>th</sup> interview with the research participants, repetition had occurred, nothing new came up and the decision was made that saturation had been reached. Saturation is when the researcher reaches a point where they feel that everything is adequate and that no new information will be obtained by on-going sampling (Dawson, 2006). The researcher therefore actively interacted with eighteen (18) participants. The researcher returned to the participants with the transcribed interviews. They were satisfied with the content and indicated that they had nothing to add.

## **3.6 DATA GENERATION**

### **3.6.1 Data generation method and sources**

The study used primary data generation methods namely; observation and interviews. These collection methods are useful in achieving the objectives of the study mentioned in chapter one.

### **3.6.2 Data generation instruments**

Observation and face-to-face semi-structured interview schedule were selected as data generation instruments. The instruments were both compiled by the researcher using the guidelines established by Creswell (2013) and informed by the literature reviewed.

According to Narayan (1996), observation is an important technique used to collect data when the information is considered sensitive and when a high degree of reliability and accuracy is required. McMillan and Schumacher (2006), also writes, observation involves the researcher seeing and hearing things and recording what is observed, rather than relying on a subject's self-report or responses to questions and statements. Interviewing on the other hand in research is described as a face-to-face encounter with an explicit purpose of one person attaining information from another during a structured conversation, sometimes based on a prearranged set of questions (Babbie & Mouton, 2001).

#### **3.6.2.1 *The rationale for using observation and interviews***

The reason for utilising both instruments was that one instrument could compensate for the weakness in another or complement the strength of the other. Multiple instruments also provide more credibility and may produce different results that could be missed with a single evaluation instrument (Creswell, 2009).

#### **Advantages of using observations**

Creswell (2009; 2013) outlined these advantages

- The researcher has the first-hand experience with the participant
- Non-verbal communication is noticed during the observation

### **Limitations of using observations** (Creswell, 2009).

- During observation, the researcher may be seen as intrusive
- Personal information may be observed that the researcher cannot report and
- The researcher may not have good attending and observing skills

### **Advantages of using interviews:**

The advantages according to Creswell, (2009; 2013) are that:

- Interviews are an essential way for a researcher to check the accuracy of the impressions gained through observations
- Are useful for exploring attitudes and most other content of interest, provided in-depth information
- Detailed questions are asked further in interviews; probing is done to provide rich data
- Literacy requirements of participants is not an issue
- Complex and unknown issues are explored

### **Limitations of interviews**

Apart from the advantages listed above, interviews have their weaknesses. De Vos *et al.* (2005) and Creswell (2013) outlined the following limitations:

- Interviews provide indirect information filtered through the views of the interviewers
- Researchers' presence may bias responses
- Not all people can articulate
- Participants tell the researcher what they think he/she wants to know
- Sometimes the interviews can take an unexpected twist, for example, they can change from an interviewing relationship into a therapeutic one as some members used the platform to talk about personal issues

### **3.6.3 Preparation of instrument**

#### **3.6.3.1 Observation**

Observation involves examining what happens and has an advantage as a research method of directly accessing the lived experience which is the skills in this case of people involved (Mansell, 2011). As mentioned earlier, observation involves the researcher seeing and hearing things and recording what is observed, rather than relying on a subject's self-report or responses to questions and statements (McMillan & Schumacher, 2006). The researcher, therefore, visited the field as the part participant observer.

Nobody can observe everything. An observational protocol (**Appendix E**), which was developed by the researcher was used to observe the following:

- Income-generating activities undertaken
- The skills possessed
- The challenges experienced by the participants while doing the activities
- Utilisation of time

Some of the observations were documented with photographs (**figure 4.1 & 4.2**). The researcher also used field notes to report and reflect on everything that was observed in the workshop where participants work. According to Denzin and Lincoln (2000), field notes should entail everything the researcher sees and hears. Arkava and Lane (1998), on the other hand, states that field notes should contain a chronological description of what happens to the setting and the participants. The researcher, therefore, wrote a report on the real observations on a day-to-day basis was written down, and that constituted the field notes.

The researcher took the notes regularly. This was done to get a comprehensive account of the participants themselves and the events that took place (Silverman, 2001). This also enables the researcher to get back to participants, should there be a need to verify the data after analyses have been done.

### **3.6.3.2 Face to face semi-structured interview**

Babbie and Mouton (2001), states that interviewing in research is described as a face-to-face encounter with an explicit purpose of one person attaining information from another during a structured conversation, sometimes based on a pre-arranged set of questions.

Walter (2009), claims that it is possible for any topic to come up with an interesting wide-ranging set of questions or themes however to obtain a richer account of different experiences, the participant or interviewee must be allowed to expand and explain their answers. Such an approach aims to explore the topic fully from the participants' perspective. Maree (2007) point out that the aim of qualitative interviews is to see the world through the eyes of the participant and if used appropriately, the interview can be a valuable source of information. Similarly, Gubrium and Holstein (2001), state that the goal of the semi-structured interviews is to understand the participant's thinking. These researchers further argue that the interviewer facilitates the interaction and explores a new direction.

A semi-structured interview schedule was set out to gather data from the research participants. Bernard (2011) defines the semi-structured interview as a written list of questions and topics that need to be covered in a particular order. This semi-structured interview comprised of predetermined open-ended questions, allowing for probing and clarification of answers (Appendix F).

The interview schedule was constructed in English, translated into Sesotho and isiXhosa and administered in the same language. The reason for translating this interview schedule in Sesotho and IsiXhosa was that the majority of the participants in the protective workshop spoke Sesotho, Setswana and isiXhosa. Setswana is similar to Sesotho, therefore, it was not necessary to translate the interview schedule to Setswana. The researcher can speak isiXhosa and isiZulu but had a problem in comprehending Sesotho, thus had to enlist the assistant who was fluent in Sesotho and Setswana. It is worth mentioning that the researcher trained the research assistant on how to conduct the interviews before commencing with the data generation. The researcher and the assistant had feedback meetings after the interview sessions to clarify issues and ensure that there was a shared understanding of the data gathered.

After developing the interview schedule, the researcher asked two of the potential participants to give input about the interview. The chosen participants were from the

same program but were not part of the actual study (meaning they were not going to be interviewed). During the exercise, the researcher tested if the questions in the interview schedule were viable to be used in a study and this enabled the researcher to check the wording and sequence of questions as well as the length of interview questions. According to Neuman (2006), this process can improve the quality of the measurement. The interview was audio recorded to ensure the correct use of the device.

### **3.7 DATA GENERATION PROCEDURE**

The researcher sought and obtained permission to conduct the study from the manager of the workshop before the observation commenced (**Appendix A**).

#### **3.7.1 Preparation of research participants**

Dawson (2006) claims that it is imperative for the researcher to establish rapport before the research participant can share personal information in an interview setting. Research participants need to be able to trust researchers if they have to reveal information about themselves.

The researcher, therefore, made an appointment with the manager of the workshop to be introduced to the participants and to give notice of the specific dates of visiting the workshop. The participants were assembled in one area as it was during lunchtime, so this was convenient for the researcher to introduce herself informally to the participants. The researcher also informed the participants briefly about the research and made the aim of the research clear to the research participants. The researcher also enlightened the participants of what information will be collected from them. As mentioned earlier the study involved people with disabilities.

The researcher conducted a preliminary briefing session with the participants. The purpose of this briefing session was to inform the participants more about the details of the research, procedures. The briefing session was conducted in Sesotho, isiXhosa and English, the three dominant languages in the centre.

During this briefing, the researcher explained the research process again, emphasising the fact that a research report has to be compiled and published after the study for other prospective researchers to make follow up studies on the subject, should they be interested. The participants were assured that confidentiality was critical to all research work and that their participation will be anonymous. The issue of a consent form

(**Appendix B**) was also discussed to ensure that participants wholeheartedly agree to be part of the study. Participants felt that they would be giving information willingly.

### **3.7.2 The process of data generation**

#### **3.7.2.1 Observations**

The researcher visited the field and gathered field notes as a non- participant observer. Non- participant observer is when the researcher's observations are known to the group but secondary to participation.

The researcher explored the income- generating activities; the skills possessed as well as the challenges experienced by the participants while working on their projects. The participants were observed Mondays to Thursdays from 11:00 a.m. to 12:30 p.m. This was the time when most of the activities took place.

Field notes were used to report and reflect on everything that was observed in the workshop where the participants work. To get a comprehensive account of the participants themselves and the events taking place, the report on the real observations on a day-to-day basis was compiled, and that constituted the field notes. According to Silverman (2001), this enables the researcher to get back to participants to verify data collected from the interviews after analyses have been done. The observations were conducted four times a week, for an hour and a half per day, from the first week of July to the last week of August 2016. According to Cresswell (2007; 2013), prolonged engagement with participants ensures that false conclusions were not reached based upon isolated, personal experiences. The researcher develops an in-depth understanding of the phenomenon under study and can convey detail about the site and the people that lends credibility to the narrative account. Furthermore, the more experience that a researcher has with participants in their settings, the more accurate or valid will the findings be.

After the observations, individual interviews were arranged after that (**Appendix D**) and commenced in September 2016.

### **3.7.2.2 Face to face interviews**

Before the interview took place, an agreement was reached with each participant regarding time, date and venue the participants can be interviewed. It was agreed that all the interview sessions would take place at the protective workshop where participants work as it was convenient for them. The time agreed upon was between 10:00 am and 12:30 p.m.

To ensure confidentiality, the interview schedule was administered individually to participants in their preferred language in the privacy of their dining room. These aspects were addressed verbally by the researcher. Before commencing with the interviews, the selected participants were again informed about the purpose of the study. They were told that participation was voluntary. After they volunteered to participate in the research, the consent cover letter was read to each of them. The participants were assured that their participation would be kept anonymous. The participants were also assured that, should they feel uncomfortable at any stage of the interview, they had the right to terminate the engagement. A verbal informed consent in the presence of the witness which was the facilitator was then obtained from the participants (Rubin & Babbie, 2005; Strydom, 2005).

The interviews were conducted conversationally in a semi-structured manner based on the interview guide so they could bring out as much detail as possible. These interviews were conducted from mid-August to mid- September 2016. Probing questions were however used for clarifications as well as to elaborate on specific issues. The probes included reformulations of the question, request for clarifications and others (Gobo, 2008; Bernard, 2011).

According to Maree (2007), data recording includes writing down answers as given by participants and should be done accurately. He further warns that writing answers to questions can be time-consuming; hence the use of a voice recorder is useful in this regard and to ensure that data is not misplaced. The answers given by the participants were carefully recorded. The interviews spanned approximately 45 to 50 minutes each.

### 3.8 ETHICAL CONSIDERATIONS

This research study involved people as research participants, therefore, it was imperative for the researcher to include an ethics statement(s) in the study. This indicated that the researcher was aware of the ethical considerations. The objective of ethics was to ensure that no one is harmed by the research activities. The research instrument that was used contained information that was not emotionally harmful to the participants.

Ethical clearance was obtained through the University of the Free State ethical review process, before the first field trip (**Appendix H**). This involved providing detailed information on the procedures to be adopted, for data generation, storage and usage.

The debriefing was done in the presence of the facilitator and the manager of the workshop. This was done to ensure that there were no misinterpretations about what was expected from the participants, as well as to respond to any questions they might have.

To ensure privacy took place, the interview sessions were conducted individually with participants in the privacy of their dining room while other participants were involved with their daily activities.

There were issues around how to include those that wanted to be involved but faced some practical difficulties, such as the need for extra time. Research preparations allowed this by ensuring that extra time was set aside for some participants with intellectual impairments. This was done to ensure that questions were understood as thoroughly as possible.

Also, the issue of whether to obtain written consent from participants, before each interview was considered during this process. The participants were not very keen to sign the consent form. However, they indicated that they would willingly provide the information required. They were not used to signing documents and felt that the signing of any document would expose their illiteracy. This was also confirmed by the facilitator. The facilitator also indicated that there is a belief or myth in the community that when people sign a document it means you commit yourself to something. Based on this, the researcher decided to rely on verbal consent to make the participants comfortable. This was done in the presence of the witness (the facilitator).

Another ethical consideration was raising false expectations, about the outcomes of the research. This risk was minimised by making sure that all participants had a full

understanding of the nature and purpose of the project, should they choose to participate. This information was provided in a Participant Information Sheet developed by the researcher. The contents of this information were thoroughly discussed before commencing the interview.

The issue of using a tape recorder was discussed with the participants before commencing the interviews. The participants were assured that their names will be withheld and that pseudonyms will be used when transcribing and other identifying information will be stored in a safe place and destroyed after the study is completed. Participants did not have a problem with this. The participants were also assured that no one else would have access to the study data except the principal investigator, the study leaders and the interpreter.

The third party, an interpreter who was also a research assistant. She was required to sign a confidentiality agreement before the commencement of the interviews (**Appendix C**).

Professionalism was maintained throughout the study by making appointments with the manager of the centre and participants and by being punctual and objective for the meetings at all times. Lastly, the name of the workshop was also kept anonymous throughout the study.

These steps were necessary, to ensure that the confidentiality of information supplied by research participants was respected.

### **3.9 METHOD OF DATA ANALYSIS**

Data analysis is about processes and procedures where the researcher extracts explanations, understanding or interpretation from qualitative data collected. The analysis aims to examine the meaningful and symbolic content of the qualitative data generated (Maree, 2007). This refers to understanding how participants make meaning of a specific phenomenon by analysing their perceptions, attitudes, understanding, feelings and experiences. This process also allows for reflection on data generated and the identification of gaps in data to enable the researcher to go back and acquire more data, where necessary (Maree, 2007).

The data generated from the participants preferred language was afterwards translated into English. Recordings were replayed several times to extract the main points and transcribed the relevant selected information for presentation (Seale, 2004). Each verbatim transcript was labelled using pseudonyms (A-R) and was analysed one by one.

The content analysis which is based on turning the observations and data from the interviews into themes that can be used to gain insight into participants were applied. Martin and Hannington (2012) point that this method involves analysing qualitative data (transcriptions of face to face interviews, field notes and pictures of observations).

Coding according to Saldana (2013) is a method of organising information into useful themes. Hypothesis coding was applied in this study. This method involves arranging qualitative data into categories based on predetermined categories. Insight from the original manual coding was applied and arranged the categories and observations into five main research categories to analyse them again (Saldana, 2013).

The research took place over a short time frame, and the number of studied participants was small the researcher, therefore, analysed the data manually (did not make use of the Computer Assisted Qualitative Data Analysis) (Gobo, 2008).

### **3.10 TRUSTWORTHINESS**

Trustworthiness was established according to the recommended strategies from published methodological sources (Lincoln & Guba, 1985). Trustworthiness is a method of establishing rigour in qualitative research without sacrificing relevance (Shenton, 2004). The principles of credibility, dependability and transferability were applied.

**Credibility:** The goal of credibility according to Lincoln & Guba (1985) is to demonstrate that the research study was conducted in such a manner as to ensure that the subject was accurately identified and described. To ensure credibility the researcher used triangulation methods. A pilot study was done to eliminate possible errors and problems in the research instruments.

**Dependability:** Dependability is defined as an alternative to reliability, in which the researcher attempts to account for the changing conditions in the phenomenon chosen for the study as well as changes in a design created by an increasingly refined

understanding of the setting (Lincoln & Guba, 1985). Dependability was achieved in this study by using audiotapes and summarised transcripts.

**Transferability:** Lincoln and Guba (1985) propose that transferability is an alternative to external validity or generalisability in which the burden of demonstrating the applicability of one set of findings to another context rests more with the investigator who would make the transfer than with the original researcher. To ensure transferability, sufficient information about the protective workshop and the participants were detailed, so that the reader was able to judge the transferability of the setting and results to their own experience. The researcher has comprehensively described the research findings in the next chapter and, these will be available for secondary use where needed.

To reduce the influence of the researcher's bias, the researcher established informed consent from the participants. The researcher also ensured that there was no affiliation with the site other than that of research and tried as much as possible to remain objective during the entire research process.

### **3.11 MODEL DEVELOPMENT**

The aim of the study is to design an empowerment model that can enhance the participation of people with disabilities in income-generating activities in the workshop. McEwen and Wills (2002) defines a model as a graphic or symbolic representation of phenomena which objectify and present specific perspectives about the nature or function of a phenomenon. The empowerment model developed in this study is a theoretical model which was constructed from the literature and findings. The findings discussed in chapter 4, lead to the conceptualization of an empowerment model for people with disabilities participating in income-generating activities in a protective workshop.

### **3.12 CONCLUSION**

The aim of the study is to design an empowerment model that can enhance the participation of people with disabilities in income-generating activities in the protective workshop. A purposeful sample of people with various disabilities was drawn from the protective workshop. Semi- structured interviews and observation were utilised to generate data from the participants. Ethical clearance was obtained from the ethics committee of the university through which the study was done. Data was analysed using content analysis.

## **CHAPTER 4 : RESULTS AND DISCUSSION**

### **4.1 INTRODUCTION**

In this chapter, the results related to the experiences of persons with disabilities participating in income-generating activities in a protective workshop are presented and discussed using relevant literature as well as existing research findings to corroborate the results. The aim of the study was to design an empowerment model that can enhance the participation of people with disabilities in income generating activities in a protective workshop. To achieve this aim, the objectives were:

- To determine the socio-economic status of people with disabilities who participate in income-generating activities.
- To profile the types of disabilities the participants, have.
- To assess the relationship between the types of disability, skills and income-generating activities allocated to the participants.
- To investigate the challenges that people with disabilities experience with regard to income-generating activities.
- To explore the effect of income-generating activities, on the lives of the people with disabilities.
- To determine the types of skills, the participants would like to achieve.
- To develop an empowerment model that can enhance the participation of people with disabilities in the income generating activities in the workshop.

This chapter presents the results under the following sub-headings: presentation of the results; themes and subthemes; and conclusion.

### **4.2 PRESENTATION OF THE RESULTS**

The themes that emerged from the predetermined questions are presented in the following section. Verbatim quotations from the participants were incorporated without any attempt to correct the grammatical errors and to enrich the discussion. All information related to the identity of the participants and the workshop has been removed. The names of the participants are replaced with alphabetical letters A to R.

### 4.3 THEMES AND SUBTHEMES

Five main themes were identified from the data that emerged from the observations and semi- structured interviews. To get the desired information it was necessary to guide the participants throughout the interview by asking the specific question. The summary of themes and subthemes is provided in Table 4.1 and further discussed below.

Table 4.1: Themes and subthemes of experiences of people with disabilities participating in income generating activities in the protective workshop

Themes	Subthemes
<b>4.3.1 Profile of the participants</b>	<ul style="list-style-type: none"> <li>• Demographic</li> <li>• Nature of the disability</li> <li>• Socio-economic status</li> <li>• Living conditions</li> <li>• Access to basic needs</li> </ul>
<b>4.3.2 Overall experiences of people with disabilities in the workshop</b>	<ul style="list-style-type: none"> <li>• Length of time in the workshop</li> <li>• Expectations when joining the workshop</li> <li>• Types of IGAs</li> <li>• Access of IGA to market</li> <li>• Challenges with IGAs.</li> </ul>
<b>4.3.3 Copying strategies</b>	- -
<b>4.3.4 Impact of income generating activities</b>	-
<b>4.3.5 Vocational skills</b>	<ul style="list-style-type: none"> <li>• Skills the participants wish to improve.</li> <li>• Skills the participants wish to develop.</li> </ul>

### 4.3.1 Theme 1: Profile of the participants

This theme focuses on the overall profile of the participants. Three categories (with sub-categories) namely; demographic information, nature of the disability, socio- economic status, living conditions and access to basic needs are discussed. According to Bernard and Ryan (2010), background information of the participants is considered essential for authenticity and subsequent discussion.

Table 4.2: Demographic information of the participants

Pseudonym	Gender	Age	Marital status	Home language	Population group	Level of education
A	Female	29	Single	Sesotho	Black African	Grade 8
B	Male	25	Single	isiZulu	Black African	Grade 9
C	Male	36	Single	Setswana	Black African	Grade 7
D	Male	43	Single	Setswana	Black African	Grade 9
E	Female	46	Single	Afrikaans	Coloured	Grade 7
F	Male	28	Single	isiXhosa	Black African	Grade 7
G	Female	26	Single	Afrikaans	Coloured	Grade 9
H	Male	24	Single	Sesotho	Black African	Grade 7
I	Female	44	Single	isiXhosa	Black African	No schooling
J	Female	36	Single	Ndebele	Black African	Grade 7
K	Female	24	Single	isiXhosa	Black African	Grade 7
L	Female	22	Single	Afrikaans	Coloured	Grade 9
M	Male	27	Single	Sesotho	Black African	Grade 11
N	Male	22	Single	Sesotho	Black African	Grade 9
O	Female	52	Single	isiXhosa	Black African	Grade 2
P	Female	38	Single	Sesotho	Black African	Grade 7
Q	Male	46	Widow	Sesotho	Black African	Grade 7
R	Female	43	Single	Sesotho	Black African	No schooling

#### **4.3.1.1 Demographic information**

- **Gender, age and marital status**

Age and gender were considered necessary for this study as it revealed the categories of people participating in the income-generating activities. Marital status, on the other hand, was considered crucial as it played a vital role in understanding the socio-economic dynamics of the participants.

Table 4.1 above shows that the participants selected in this study were ten (10) females and eight (8) males, from age 22 to 52 years and were all single.

- **Home language and population group**

According to table 4.1, thirty-eight (38) percent of the participants spoke Sesotho which is the leading African language spoken in the Free State Province, followed by twenty-two (22) percent who spoke isiXhosa, seventeen (17) percent who spoke Afrikaans and eleven (11) percent spoke Setswana. When asked whether they had children, the majority, indicated that they did not have any children due to their disability.

The findings also show that the majority of the participants were Black Africans followed by Coloureds. This finding correlates roughly with the country's total population of 80,8% which is categorised as predominantly Black Africans (Stats SA, 2017).

- **Level of education**

Although some of the participants had attended special schools up to intermediate phase (grade 4- 7), other participants had completed education up to senior phase (grade 8 to 9). One of the wheelchair users who attended up to grade seven shared the following: *"I could not continue going to school because of my disability. Being in a wheelchair is not a cool thing, but I can write"* (Participant # G). One person attended school up to grade 2 and only one person who attended up to grade 12. The participant stated that he could not continue his education because he failed grade 12 due to his learning disability. The female participants aged 43 and 44, on the other hand, indicated that they never went to school due to their disability.

The general picture that emerges from this is that people with disabilities have lower education achievements. This view is supported by research where Albert (2005) and the Department of Social Development (2006) contend that people with disabilities are less

likely to complete their education. Evidence from various studies also points out that adults with disabilities have lower education achievements. (Hoogeveen, 2005 (Uganda); Loeb *et al.*, 2008 (South Africa); Mete, 2008 (Eastern Europe); Rischewski *et al.*, 2008 (Rwanda); World Bank, 2009 (India); Mont & Viet Cuong, 2011 (Vietnam); Trani & Loeb, 2010 (Afghanistan and Zambia)).

#### **4.3.1.2 Nature of disability**

It was necessary to determine the nature of the participants' disabilities and the use of assistive devices as they may influence their involvement in IGAs. A report on the prevalence of disability in South Africa (Statistics South Africa, 2011) categorised disability according to the degree of difficulty namely; seeing, hearing, communication, physical, mental and difficulty in self-care.

Table 4.3: Disability type and assistive device

<b>Pseudonym</b>	<b>Disability type</b>	<b>Assistive device</b>
<b>A</b>	Epilepsy	-
<b>B</b>	Epilepsy	-
<b>C</b>	Dyslexia	-
<b>D</b>	Lame right limbs (stroke)	-
<b>E</b>	Learning and lame right limbs	-
<b>F</b>	Bone and joint deformities& sight	Spectacles
<b>G</b>	Spinal Bifida	Wheelchair
<b>H</b>	Cerebral palsy	-
<b>I</b>	Involuntary muscle movement (both legs)	Wheelchair
<b>J</b>	Epilepsy	-
<b>K</b>	Right limbs lame	-
<b>L</b>	Physical (unknown)	-
<b>M</b>	Left limbs lame and learning	-
<b>N</b>	Lame right limbs (stroke)	-
<b>O</b>	Epilepsy and sight	Spectacles
<b>P</b>	Down syndrome	-
<b>Q</b>	Lame left hand (stroke)	-
<b>R</b>	Learning & epilepsy	-

- **Disability type**

The profile of participants regarding disabilities was diverse. The findings, as shown in Table 4.2 revealed that the participants suffered from various disabilities such as mental, physical, learning, intellectual and multiple impairments. Several participants experienced multiple difficulties (Participants # E, F, M, O & R).

- **Cause of disability**

Some of the participants reported that they were born with the impairment (cerebral palsy, down syndrome, spinal bifida, dyslexia and epilepsy) while others reported that they acquired the impairment from disease and illness (stroke).

- **Use of assistive devices**

Some disabilities could lead to a need to use assistive devices such as a wheelchair, glasses, crutches and hearing aids to either move, do daily tasks or participate in social and economic activities. It was observed that there were few participants' that use assistive devices such as a wheelchair, glasses and crutches. All of the participants reported that they were able to do most of the activities. This finding suggests that even though the studied participants have various impairments, they, however, can work and want to work.

Stats SA's (2014) Census 2011 reported similar findings, which showed low percentages of people with disabilities that have severe difficulties and cannot do anything at all regarding their general health and functioning.

#### **4.3.1.3 Socio- economic status**

- **Employment**

The dominant part of the participants indicated that they never concerned themselves with finding a job mainly because of their disability and low grades. This was illustrated by the following quotes: *"I never worked because of my grades but I am self-employed, and I have a licence to drive"* (Participant # H).

Some of the participants indicated that they were once employed but their employment was terminated because they had epilepsy. A 36-year-old female who has epilepsy stated: *"I worked as a cleaner; my teacher found this job for me but told me later to stop because of my sickness, so I never worked after that"* (Participant # J). This excerpt

provided new insight into one of the reasons why people leave work involuntarily as a result of disability.

Similar findings were also reported in an unpublished baseline survey by Leonard Cheshire Disability (2012) in Kett (2012). The findings above are in line with the INDS (1997) which points out that there are incredibly high levels of unemployment amongst people with disabilities due to the low skills levels due to inadequate education. INDS (1997) estimated that 99% of persons with disabilities, who are of employment age, are excluded from the open labour market. These excessively high levels of unemployment result in those with disabilities working in sheltered employment which is offered either by the State or by private welfare. The findings are also supported by Naami, Hayashi and Liese (2012) who highlighted that unemployment for working- age people with disabilities in developing countries is between 80-90%.

### **Sources of income**

The source of income was considered significant as it helped shed light on the type of capital an individual had. Even though the participants were unemployed, they indicated that they were receiving income from the government, family members and sometimes a stipend which was from income-generating activities.

- ***Income from the disability grant***

The findings revealed at the time of study that all the studied participants received a disability grant of R1600 per month from the government. In this study, the government grant was considered as an income.

A majority of the participants stated that the primary source of income in their household was their disability grant (DG) and or combined old age grant of their grandparents' (old age pension). Other participants also reported that the children's' grant (either own children, siblings or cousins) served as an additional income.

This finding indicates that many South Africans survive poverty because of social networks. Some studies support that social grants in South Africa are beneficial as they are the means of poverty eradication (Samson, MacQuene & Ingrid, 2005; Gathrim, 2007 & Loeb *et al.*, 2008). Samson, MacQuene & Ingrid (2005) state that social grants are effectively targeted and that social grants provide households with income, they also support second-order effects that further reduce poverty.

- ***Income from family members***

Few participants, particularly those who resided with either their employed parents or siblings, indicated that the primary source of income in their households was their family members' income and that their disability grant served as an extra income, therefore, was enough to meet their basic needs.

One of the participants further enunciated that people should look after themselves and not rely on the disability grant. *"People need to look after themselves not depend on SASSA, people are comfortable with what they have, and they do not want to go forward in life. Even if you are not educated there is a possibility to live a successful life when you believe"* (Participant # H).

The fact that some of the participants depend on their family members' income according to Menyuko (2011) is a trend that is common within South African communities. The FinScope result of the 2010 survey in Menyuko (2011) reveals that approximately 10 million people, 31% of the country's adult population, rely heavily on family and friends for income.

These findings on the other hand also revealed that not all people with disabilities or their families are poor or equally poor. Due to these different socioeconomic conditions, some people with disabilities, have better chances of socio-economic inclusion than others.

Dombeck and Wells-Moran (2006) point out that people who live with their families and are in social groupings, depend upon one another for the means that ensure their mutual survival, including food, clothing and shelter, but also safety, belonging and social support.

- ***Income from the income generation activities***

All the participants indicated that they used to receive a monthly stipend of R40.00 to R200.00 per month from the income-generating activities and it was based on the attendance and when their products were sold. It was observed that stipend was not intended to be a fixed income to cover family commitments, but interim allowances paid to assist the participants while they are at the workshop. Koopman (1993) also found that people only receive an income when their goods are sold.

- **Other income**

Other than the stipend from the workshop, one of the participants mentioned currently supplementing his income although this was not common by renting out jumping castles, tables and chairs for events for children. *“I supplement my disability grant by hiring out jumping castles for the children from R390 to R590”* (Participant # H).

Everyone needs food, clothing and other necessities of life to survive. In the issue of expenditure, the majority of the participants did not know their expenses. According to the participants their family members were responsible for collecting the DG and managing both their needs and household needs.

The views of the participants are also supported by Vorster, de Waal and de Koker (2006), findings which indicates that 85% of DG recipients reported that the persons who collected the DG also managed the finances.

Participants were further asked if the disability grant was enough to meet their basic needs. Some participants who were mainly sole breadwinners and wheelchair users stated that the disability grant money was not enough as they had more needs than other people without disabilities. This is captured by the following transcript: *“I need to pay rent, food, clothes, and school fees for my nephews, nappies for myself and shoes”* (Participant # G).

A single mother of three children who has a physical disability stated: *“Yhoo it is not enough especially for us women; we have more needs like pads you know”* (Participant # I). Another participant added: *“The money is not enough; I have a lot of basic needs like transport for when I go to church”* (Participant # M).

The general picture that emerges from this, is that some of the participants are the breadwinners in their families meaning they had people depending on them financially, hence the disability grant was insufficient to meet their basic needs. The findings also showcase that sources of income for some people with disabilities is not enough as some needed to support themselves and other people and when there is a cash transfer, it is often used mainly in the household, for other purposes rather than used for the income maintenance of the intended person and that PWDs have more needs than non-people with disabilities.

These views are supported by Research by Trani *et al.*, (2010), who indicates that households in Sierra Leone spent on average 1.3 times more on health care compared to the non-people with disabilities and that people with disabilities have extra needs such as medicines hearing aids, wheelchairs to pay for. Therefore, people with disabilities need more income to do the same things as people without disabilities. Reith (1994), also state that people with disabilities have to pay more for some basic items and personal care or adaptations to the home which is considered a luxury for a non- disabled person.

#### 4.3.1.4 *Living conditions*

- ***The area where the participants live***

Table 4.4: Area where the participants live

<b>The area where the participants live</b>	<b>Frequency</b>
<b>Freedom</b>	6
<b>Rocklands</b>	4
<b>Mafura</b>	3
<b>Heidedal</b>	2
<b>Botshabelo</b>	1
<b>Grassland</b>	1
<b>Sport</b>	1
<b>Total</b>	<b>18</b>

From table 4.4, it can be seen that the participants lived in various disadvantaged communities of Mangaung, with the highest proportion, residing in Freedom community followed by Rocklands and the lowest proportion residing in Botshabelo, Grassland and Sport communities. This finding appears to be congruent with the White Paper on a National Disability Strategy (1997), which highlights the fact that the majority of people with disabilities in South Africa are poor.

- **Family composition**

Table 4.5: Family composition

<b>Type of family</b>	<b>Frequency</b>
Multigenerational household	12
Nuclear family	4
Single parent household	2
<b>Total</b>	<b>18</b>

As reflected in table 4.5, all the participants indicated that they lived with their family members [for example, parents, siblings, grandparents and other relatives]. Dominating view of the participants indicated that they were part of the extended family [multigenerational household]. Some of the participants reported that they were part of the nuclear family [father mother and children] while a small percentage, indicated that they were part of a single parent household family.

The same dominating view mentioned above, further reported that they had a medium family size [four to six members]. Others indicated that they had a small family [one to three members].

From this, it appears that people with disabilities depend on their families. In South Africa, an extended family is a family with a multigenerational household are more predominant in black households. This is partly due to cultural differences in the value of looking after the elderly and people with disabilities.

These findings, confirm what is anticipated by Schiffman and Kanuk about South Africa's families. According to Schiffman and Kanuk (2014), some people with disabilities live with other people in their households due to the nature of the disability and the support they need.

- **Housing type**

Most of the participants indicated that they were residing in formal medium-sized houses which they either inherited or owned by their families. Through this arrangement, some of the participants indicated that they do not pay for rent but pay for electricity. Other participants reported that they lived in small to medium size rented houses or reconstruction development programme (RDP) houses.

All the participants reported that the material used to build their houses was brick and concrete for the walls, zinc for the roof and cement for the floors. According to Maslow (1943), the shelter is one of the basic human needs. Also, housing serves as a key indicator in determining the status of livelihood and is an essential component of physical capital. Census 2011 data shows that more than half (55,4%) of households headed by persons with disabilities lived in dwellings owned and fully paid off, about one in five (21%) lived in occupied rent-free dwellings, while about 12% lived in rented dwellings.

#### **4.3.1.5 Access to basic needs**

- **Flush toilet, refuse dump, piped water and electricity**

The majority position reported they had access to basic services such as flush toilet, own refuse dump, piped water and electricity was the primary source of power used for cooking and lighting in the households. One participant, however, stated, *“We use electricity for lighting and gas for cooking because it saves electricity”* (Participant # H).

Some of the participants conversely indicated that they used the bucket toilet, obtain water from the streets and dump the rubbish on the street. *“We use tap from the street and we dump rubbish outside the toilet we have is the bucket one”* (Participants # S; B & M). Other participants reported that they did have piped water and flush toilet, but it was outside the house. Participant O, who has epilepsy stated: *“We have piped water and flush toilet, but it is not working correctly, they take water from the tap, pour it in the toilet, but I cannot do that”*.

The researcher’s interpretation of this finding indicates that there has been an increase in social spending to meet the needs of the general population and that the South African Government provision of basic services to disadvantaged households is improving. Easy

access to piped water and flush toilets, however, still requires immediate attention as some of the participants continue to suffer and struggle to access these necessities.

This view is supported by the disability prevalence report (Stats S.A, 2014). This report shows that 78% of households headed by disabled persons have access to piped water compared to 85% of those headed by non-disabled persons.

- **Heath care**

In addition to the above-mentioned basic services, all the participants reported that they had access to free basic health services. This is probably due to the free public healthcare and assistive devices policy for PWDs.

Very few participants mentioned being beneficiaries of their family members medical aid scheme. One participant indicated that sometimes he goes to the private doctor because of the long queue at the clinics and pay R350 for a consultation.

#### 4.3.2 Theme 2: Experiences of persons with disabilities in the workshop

The second theme focuses on the overall experiences of the participants in the workshop. Five subthemes with subcategories will be discussed. In this study, the experience of the participants in the workshop begins from when a decision to join the workshop was taken.

Table 4.6: Experiences of people with disabilities in the workshop

Theme 2	Subtheme
<b>Experiences of PWDs in the workshop</b>	<ul style="list-style-type: none"> <li>• Length of time participating in the workshop</li> </ul>
	<ul style="list-style-type: none"> <li>• Expectations when joined the workshop</li> </ul>
	<ul style="list-style-type: none"> <li>• Disability types and types of IGAs</li> </ul>
	<ul style="list-style-type: none"> <li>• Access to the market</li> </ul>
	<ul style="list-style-type: none"> <li>• Challenges with IGAs</li> </ul>

#### 4.3.2.1 Length of time participating in the workshop

This first subtheme focuses on the length of time the participants have been participating in the workshop as this could be an indication of their level of skills and commitment.

Table 4.7: Disability type and length of time the participants have been attending the workshop

Pseudonym	Disability type	Length of time
A	Epilepsy	Five years
B	Epilepsy	Six years
C	Dyslexia	Eight years
D	Lame right limbs (stroke)	23 years
E	Learning and lame right limbs	17 years, four months
F	Bone and joint deformities& sight	11 years
G	Spinal Bifida	Four years
H	Cerebral palsy	Three years
I	Involuntary muscle movement (both legs)	Nine years
J	Epilepsy	20 years
K	Right limbs lame	Cannot remember
L	Physical (unknown)	One year, four months
M	Left limbs lame and learning	Three years
N	Lame right limbs (stroke)	Three years
O	Epilepsy and sight	Cannot remember
P	Down syndrome	20 years
Q	Lame left hand (stroke)	Ten years
R	Learning & epilepsy	Nine years

The length of time the participants had been involved in the workshop at the time of the study varied from 3 years to 23 years as indicated in table 4.7. The participants continued involvement in the programme could be linked to them experiencing a level of competence and a measure of control over their lives. Lee (2001) points out that when

people experience a level of competence like this, they are experiencing feelings of empowerment. A similar finding was also mentioned in an exploratory study of the experiences of people with disabilities in a social development programme conducted by Koopman (2003).

In addition to the above, the majority of the participants indicated that the reason for their extended stay at the workshop was that they enjoyed being there as they get to be with their friends. This view is similar to the study by Hale *et al.* (2005), who investigated the importance of social support on college students' physical health. The findings of this study indicate that the sense of belonging and connection to others predicts good physical health.

Other participants indicated that they do not know where else to go because they did not have the qualifications to go anywhere.

The general picture that emerges from this is that the participants find the workshop and income-generating activities accommodating because they do not feel an urgent need to look for a different institution to be. This could also be because there is a high unemployment rate of 27.7% in South Africa as indicated in Stats SA (2017). The 'nowhere else to go' indicated above, may indicate some level of dissatisfaction or a need for different place.

Findings from a study "Impact of services for people with spinal cord lesion (SCL) on Economic Participation" by Momin (2004), also revealed that PWDs suffer from various forms of barriers such as appropriate skills, lack of educational qualifications and these constraints tend to limit the life chances and the ability of PWDs to participate in economic activities or labour market.

#### **4.3.2.2 *Expectations when joined the workshop***

The second subtheme illustrates the expectations the participants had when they joined the workshop.

As mention previously, the purpose of the workshop is to enable people with disabilities to generate income for themselves through handmade products which are then sold to the community. The workshop also aims to empower people with disabilities to become

more independent. Due to this purpose, people with disabilities sometimes join such income-generating projects or workshops with the expectations of furthering the skills they might have, as well as gaining new knowledge and skills. The participants were therefore, asked to identify various reasons for joining the workshop. These included:

- ***Learn new skills***

Education is about teaching, learning skills, set values and gain knowledge. Most of the participants expressed the view that they were expecting to develop and learn new skills.

A 28-year-old gentleman explained: *“I was expecting to learn, work with my hands, and develop the skills that I have”* (Participant # C). During the interview, another participant showed a psychological reaction such as anger and feeling of dissatisfaction by stating: *“Thought I was going to do construction, so they do not have what I wanted to do and I am not interested in what is available”* (Participant # F). One of the participants revealed that he was expecting to be educated and he recounted his experience as follows: *“I went to a similar place that had resources, so I came here to learn more things than the previous place, was expecting to be taught how to write and read”* (Participant # H).

This finding seems to suggest that the participants feel the need for vocational training education. This view is supported by Steenekamp, van der Merwe and Athayde (2011), who points out that South Africa does not suffer from a lack of creative spirit but lack of business education and entrepreneurial skills that can empower an individual in an enabling environment.

- ***Meet other people***

Some of the participants indicated that they were hoping to meet other people and to be loved *“I wanted to work outside to meet other people, learn other things from other people also wanted to cook”* (Participant # A).

Given the findings above, it is clear that the participants had different expectations as to why they joined income-generating activities and that they hoped that by joining such protective workshops, they would be able to attain their expectations. However, some participants felt that their expectations were not met.

In South Africa, there is a notion of discourse between the policy implementation at the grass root level. The researcher has also observed a similar pattern from the workshop.

It is evident from the findings above, as well as through observations, that there is a discourse between the workshop purpose and participants' expectations.

The facilitator claims that this discourse is caused by the lack of capital to buy raw material and to pay people who specialise in required skills. The facilitator further stated that she was working voluntarily, meaning she was doing the work for the workshop without getting a payment in return.

The white paper on an integrated National Disability Strategy (1997) recommends that people with disabilities should be given support significant to enable them to exercise their responsibilities. These findings, therefore, underscore the need for government intervention to enable workshops to appoint instructors and acquire quality material to acquire and master the skills to a point where the product will be of a standard acceptable to the open market.

#### ***4.3.2.3 Disability type and types of income-generating activities***

The third subtheme illustrates the relationship between the type of disability and income-generating activities allocated to the participants.

**Observations:** At the time of the study, it was observed that the participants were involved in various IGAs as illustrated in Figure 4.6 and had acquired a variety of skills.

Table 4.8: Disability type and type of income-generating activities (IGAs)

<b>Pseudonym</b>	<b>Disability type</b>	<b>Types of IGA</b>	<b>Other types of IGA</b>
<b>A</b>	Epilepsy	Knitting	
<b>B</b>	Epilepsy	Beading	
<b>C</b>	Dyslexia	Beading	Carpentry
<b>D</b>	Lame right limbs - stroke	Beading	Welding
<b>E</b>	Learning and lame right limbs	Knitting	
<b>F</b>	Bone and joint deformities and sight	Beading	Welding
<b>G</b>	Spinal Bifida	Knitting	
<b>H</b>	Cerebral palsy	Beading/ Sewing	Mosaic and working with leather
<b>I</b>	Involuntary muscle movement (both legs)	Knitting	
<b>J</b>	Epilepsy	Tapestry	
<b>K</b>	Right limbs lame	Beading	
<b>L</b>	Physical (unknown)	Knitting	
<b>M</b>	Left limbs lame and learning	Sewing	
<b>N</b>	Lame right limbs-stroke	Tapestry	
<b>O</b>	Epilepsy and sight	Knitting	
<b>P</b>	Down syndrome	Tapestry	
<b>Q</b>	Lame left hand - stroke	Tapestry/ supervisor	
<b>R</b>	Learning & epilepsy	Tapestry	

Table 4.8 shows that the participants were participating in various income-generating activities such as beading (six), knitting (six), tapestry (five) and sewing (one). The participants indicated that they had acquired the above- mentioned skills informally from their co-workers at the centre, meaning they did not have formal skills training. This

finding is congruent with the unpublished baseline survey undertaken by Leonard Cheshire Disability (LCD) (2012). Forty-seven percent (47 %) of people with disabilities interviewed in this study stated they had some form of skills, which they obtained through informal training from friends and relatives.

The above-mentioned activities are alleged to be old-fashioned and not in high demand in the modern market. Furthermore, these activities are among the most popular informal traditional PWDs partake in because they are viewed as being simple, are within their means and capabilities which require minimum human and non-human resources (like skills, material and time) to accomplish. This implies that anyone can do it, hence the majority of the participants are involved in such activities. One may, in contrast, argue that even though these activities are viewed as simple, they do however require adequate prevocational training as they lacked diversity.

Training in old- fashioned designs was also mentioned as another barrier faced by women with disabilities in a study conducted by Naami (2010) on the impact of unemployment on women with physical disabilities in Tamale, Ghana.

Participants H and Q, also, reported that they were involved in more than one activity and were doing other tasks such as assisting the facilitator and doing a roll call. *“I am not making anything now. I help out the facilitator with cutting, measuring. I was beading at first then later was asked to assist because they saw my ability”* (Participant # H). The participant view indicates that PWDs are capable of doing more than just popular traditional activities. It is worth mentioning that the participants also reported that they were not compensated for their assistance due to lack of funds.

Other than the above mentioned IGA and skills acquired by the participants, four of the participants (Participants # C, D, F & H) further reported that they received formal skills training in welding, working with leather, carpentry and mosaic from previous protective workshops and schools for special needs. The participants also indicated that they were unable to use the acquired skills because they were not offered in the current protective workshop. The facilitator indicated that the workshop does not offer the skills mentioned by the participants (capentry, welding and mosaic) because there is a lack of suitably trained teachers, lack of material and are expensive and therefore they were not feasible to be undertaken by workers not on the highest point of quality.

'Unavailability of raw material' was also reported as a challenge in the unpublished baseline survey by Leonard Chesire Disability (2012). These findings also confirm the results of Dark and Light Blind Care (2008), which points out that there is lack of vocational training and employable skills for people with disabilities, due to lack of high training fees which result in PWDs not doing the activities of their choice, suitably trained teachers and lack of awareness of training providers.

#### **4.3.2.4 Access to market**

The fourth subtheme focuses on the accessibility of the products to the market.

- ***Clientele, type of market and products***

The participants indicated that the finished products were sent to the Association for Physical Disabled (APD) shop, which is part of the workshop and was sold to anyone who was interested in buying. The type of market that the shop uses to sell their products is a "Walk in the market," i.e. in a walk-in the market, people go there during working hours to sell or donate clothes and other products. The following are some of the products sold at the APD shop:

- **Beading:** Beaded necklaces, earrings and bracelets
- **Knitting:** Hats, gloves and tablecloths
- **Tapestry:** Mats
- **Sewing:** Aprons and handbags

The market also sells second-hand products as well as coffee and tea for extra income.

- ***Price of the products***

It was difficult to get the actual pricing of the products. The participants indicated that the facilitator was the only one responsible for most of the products' pricing and costing and that they were only given whatever that was not sold to sell in their community. The facilitator indicated that the pricing depended on the quality of the product.

- **Potential and quality of the products**

The potential of the different IGAs was observed and determined during the interviews. The participants were asked if their products had the potential to meet the needs of the community. Most of the participants indicated that their products had the potential and had access to the market. Participants in the knitting project, for example, stated that the community members were interested in their products because they were cheap and therefore they made a profit. The participants, therefore, believe that the lower the prices, the more the profit.

The participants who were making scarfs and hats stated that their products would sell because they were exceptional. One of the participants stated: *“My products are unique, people from my community love uniqueness, so they are buying my products, I sold a few already, I have been attending a learnership at Vista on business management, and I got a certificate last week, so I know what is expected from my products in order to sell”* (Participant # E). The other participant shared the following: *“Yes they will buy them because if I show them, they want more”* (Participant # L).

The participants who were making the tapestry mats stated that their products were selling because they were in demand, attractive and were good quality. Three participants from the beadwork project stated that their products had the potential and were selling because they were attractive and in demand.

One of the participants conversely enunciated that even though the products produced at the workshop had some potential, only a few community members would buy them because some of these products were not modern, common and were not suitable for competing in the labour market.” *They will buy them, but I would say two out of ten because these products are not modern, are all over, woodwork or art things will sell because people like things that are special”* (Participant # H).

The fact that the participants felt that their IGAs have potential the way they view them can be a definite point; it made them feel that they were contributing to the community.

**Observations:** There were contradictions between the views of the participants and the researchers’ observations as most of the products lacked quality which is required in the competitive labour market. Some of the participants, for example, did not even realise this, and this can result in unrealistic expectations about the marketability of their products

regarding quality, pricing and competitiveness. The observations also point out that the participants have poor judgement of their ability.

A critical evaluation of these income-generating activities revealed that only a few products could be profitable because some of the participants lacked the skills. Thus, they lacked the potential of being in the competitive market. The products sampled were also not presentable due to lack of proper quality control. One of the dimensions of quality is how a product looks, feels, sounds or smells. Product quality is also about how well it holds up over time (durability) and how well the product does what it is supposed to do (Slotkins, 2013). The elements of design such as the colour and texture make all the difference because they set the product apart from the competition and customers notice these kind of details (Frings, 2008).

Similar findings on the poor quality of the finished products were also observed in the study on the evaluation of the five income generating projects by Kadoza (2009). The products sampled were not good quality or presentable, as there was inadequate quality control.

Research shows that there is a link between quality and profit. According to Atiyah (2016), quality is considered as a competition source of the business because it leads to customer satisfaction as well as the degree of profitability in the medium and long term in the business. It is, therefore, imperative for the marketers (the participants in this case) to know that product quality is critical to satisfying the customers and affects the profitability. Zungu (2006), points out, the type of training is crucial in determining the success or failure of income-generating.

#### **4.3.2.5 Challenges with Income-generating Activities**

The last subtheme illustrates the challenges experienced with income-generating activities.

Sometimes projects may face challenges from different angles, and these may have a negative impact on the participation and success rate. Even though individuals were involved in the same IGAs, the experiences regarding their involvement, the barriers they encounter as well as the benefits they receive from their involvement were different.

Participants identified several barriers that limited their participation in income-generating activities.

Table 4.9: Challenges with income generating activities.

<b>Challenges with income-generating activities experienced by different individuals with disabilities</b>	• Ability to use the working tools
	• Lack of artistry skill
	• Lack of creativity and use of colours
	• Inability to concentrate on the activities for a more extended period
	• Activities that are not challenging
	• Lack of motivation
	• Lack of funds
	• Lack of professional assistant
	• Lack of proper monitoring
	• Inability to start the activity on their own
	• Quality of material used
	• Language barrier to communication
	• Unreliable transport
• Exclusion from decision making	

• ***Ability to use the working tools***

Some of the participants reported that they sometimes struggled to use their working tools due to the nature of their disability, this conversely affected their performance. Illustrative comments included: *“I do struggle to sew due to my disability, the machine is faster than me, and I am very slow”* (Participant # M) and *“Problem I get is not getting the beads that I like because I cannot see properly”* (Participant # F)

Interpretation of these findings indicates that people with disabilities’ working equipment are not adjusted and modified to accommodate the needs of the participants. This finding

is similar to the results from the study on skills development for youth living with disabilities in four developing countries conducted by Kett (2012).

Another participant with epilepsy and visual impairment stated: *"I sometimes lose stitches because of my sickness"* (Participant # O).

Some of the participants stated that they encountered some difficulties when using scissors and measuring. This barrier was also detected during observations as some of the participants were unable to use the tools correctly. For example, two of the participants in the beading project were struggling to use the fish line which is a tool used to pick up beads. Some of the participants who were involved in the knitting and crochet work project were struggling to hold the crocheting needle while others did not know how to cut with and handle the scissors.

To support these findings, scholars (Jones & Jones, 2008; 2011; Berthoud, 2008; Meager & Higgins, 2011) state that, different impairment characteristics, as well as the type, severity and health problems, influences the participation rate of people with disabilities. This view is supported by the social model which acknowledges that a person with a disability may have functional limitations caused by the impairment which could sometimes interfere with their lives. This model, however, opposes that people with disabilities could nonetheless participate effectively, but the barriers created by the society (misconception about capabilities of people with disabilities, negative attitude and discrimination) prevent them from participating effectively.

Other participants conversely stated that they did not experience any problems with the tool usage because they have been using them for a long time. It was also evident that other participants that were using the same tools knew how to use them, and as a result, their work was impeccable. These participants have indicated that they were at the protective workshop for more than five years and they have been doing the same activities. This finding seems to suggest that more extended training and practice provide better tool usage. This finding also illustrates that people differ in ability and it is, therefore, essential to find a task that an individual can master over time, as well as to consider the individuals' challenges when selecting a project for them.

- ***Lack of artistry skill***

Artistry refers to the quality imparted to a product in the process of making as well as human attribute relating to knowledge and skill at performing a task.

**Observations:** During observations, the researcher noticed that some of the projects were constructed in such a way that there was no prospect for growth, neither was there any useful structure to craft the long-term vision for the projects. Some of the products for example in knitting, tapestry and beading were constructed unevenly, and there were inconsistencies in the construction of the patterns. It was also observed that some participants did not measure the material before cutting, and as a result, this ended up with lots of yarn being wasted.

One participant, for example, was making a beaded necklace, and it was uneven because the participant did not count the beads equally. Therefore, she had to redo it, in order to make it wearable. The shoddy artistry was also noticed in one of the knitted tablecloths as indicated in figure 4.1



Figure 4.1: Knitted tablecloth

Lack of ability to judge the required quantity of material indicates that the participants' can execute the construction skill but not all parts of it.

**Observations:** Opposed to it, it was also observed that other participants' projects illustrated good artistry as they were neatly constructed and as a result, they produced quality products.

- **Lack of creativity and use of colours**

Vernon (1989) defines creativity as ‘a person’s capacity to produce new or original ideas, insights, restructurings, inventions or artistic objects, which are accepted by experts as being of scientific, aesthetic, social, or technological value’. Therefore, it is not a skill that can be taught or learned.

Creativity and use of colours on colour harmonisation due to lack of knowledge and inflexibility were other challenges experienced by the participants. The participants, however, did not report these as challenges mostly because they did not realise them. These challenges were nevertheless observed by the researcher.

**Observations:** The observations also revealed that the participants were not aware of colour coordination. Participants, for example, used a wide variety of colours which were not conventionally accepted according to the colour wheel as indicated in **Figure 4.2**. This skill is taught from the foundation phase. The researcher also observed that some of the participants were stubborn, refused to be told what to do and wanted to use all the colours that were available at once. There were nevertheless few participants in the tapestry, beading and knitting projects that coordinated colours in an acceptable way.

While most of the participants stated that they chose the colours based on their interest. Some participants reported that they selected the colours according to the seasons of the year. One participant said that he picked the colours according to what people wore on the streets. *“I choose colours based on how people dress in the Kasi [township], I look at them every day”* (Participant # C).

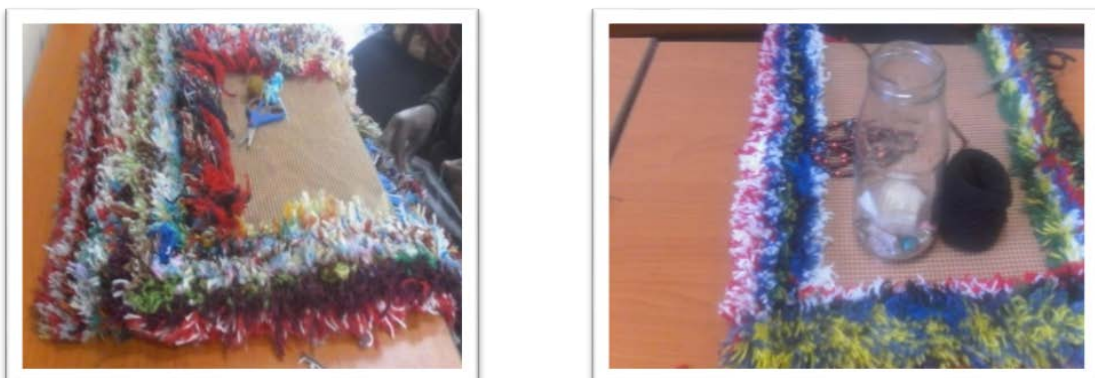


Figure 4.2: Tapestry mats

Colour is considered as one of the crucial factors that generally attract consumer's attention (Babolhavaeji, Vakilian & Slambolchi, 2015). By nature, human beings quickly spot interesting items. The reason for this according to Evans, Jamal and Foxall (2006) and Jansson-Boyd (2010) is that human being's pre-attentive system of the brain has been designed to detect colour from the external environment. Moreover, colour is considered as a feature that is highly noticeable for presenting images (Wichmann, Flix, Sharpe & Gegenfurtner, 2002) and plays a crucial role in the consumer's purchasing decisions for specific products (Ogden, Ogden, Akcay, Sable & Dalgin, 2010; Akcay, Dalgin & Bhatnagar, 2011). To support this statement, research shows that 62-90 % of a product purchase decision is based on the colour of the product and the decision is made within few minutes of seeing it (Singh, 2006). Furthermore, Garber, Hyatt and Star (2000) highlight that colour carries vital symbolic and associative information about the product and affect every moment in life because it is used as a marketing communication tool and a memorable visual element.

The above discussion indicates that colour affects the consumers. Therefore, it is imperative for the marketers (the participants in this case) to know the role that colour plays on consumers.

According to the Department of Women, Children and People with Disabilities Baseline Report (2013), the South African education system does not provide enough skills for young persons with disabilities to partake in the open labour market. The same report shows that the lack of access to resources during the early stages of education has a negative impact on the appropriate skills acquisition. Lack of skills amongst PWDs has been identified in various research projects as a major challenge which inhibits their economic participation (Soudien & Braxton, 2006; Schneider, 2006).

- ***Inability to concentrate on the activities for a longer period***

Time management skills are essential for success and enable individuals to set manageable short-term goals (balancing the demands of daily life) and long term goals (independent living). These skills also enable individuals to achieve independence in the work environment (Green, Hughes & Ryan, 2011). Inability to concentrate on the activities for long periods was also observed and highlighted in the interviews as one of the barriers that hindered the participation. Some participants, for example, indicated that they get easily distracted and could not focus for long. Other participants, one of which had a

spinal cord injury, reported that they could not concentrate because they got tired of sitting and others stated that they got bored of doing the same thing.

The finding on the inability to concentrate for longer periods is similar to the findings of the working paper on livelihood challenges for extremely poor disabled people in the southwest coastal region of Bangladesh conducted by Nokrek, Alam and Ahmed (2013). Time management skills, according to research are difficult to master for many individuals with intellectual disability due to cognitive limitations in working memory. The research also shows that poor time management skills can result in failure to complete necessary tasks (Davies, Stock & Wehmeyer 2002).

**Observations:** It was also observed that time management was not maintained as some participants were wandering around the building during tasks and this broke continuity and focus thus they were doing the same activity for a longer period. Some of the participants thought that they could take as much time as they wanted to work on the projects and did not know when they were supposed to complete thus wandering around.

The researcher's assumption from this observation was that the workshop did not have strict rules about the time hence the participants did not understand their restrictions. This assumption was confirmed when the researcher observed the daily time utilisation.

Table 4.10 below shows that the participants spend only 3 hours 15 minutes per day, on income-generating activities. Based on these findings, one can argue that the time spent by the participants doing the activities is not sufficient to produce the products. This may come from the assumption that people with disabilities are perceived to be less productive than their non-disabled equivalents in the workplace and have a low concentration span hence fewer working hours. These findings also suggest that some of these challenges may be due to low skills levels of the participants which may be due to lack of adequate education and training as described in the literature and that the quality of training received by the participants was poor.

To support these views, Powers (2008), points out that compared to people without disabilities, people with disabilities on average exhibit a skills deficit which interacts with other barriers they face to create a double disadvantage in the labour market.

Table 4.10: Daily schedule for PWDs at the workshop

Time	Activities
09:00- 09:15	Prayer and attendance register
09:15- 10:00	Income-generating activity
10:00-10:30	Tea
10:30- 12:00	Income-generating activity
12:00- 13:00	Lunch and physical activity
13:00- 14:00	Income-generating activity
14:00	Go home

It was further observed that the actual service of the centre is diverted into being a caregiving centre rather than an income-generating centre. This observation was confirmed during the interview sessions. The participants, for example, were asked to indicate the essence of the workshop. Some of them perceived the workshop as a daycare centre. *“This is more like a daycare centre because we do not do much”* (Participant # C, D, F & H). Other participants stated that they perceived the workshop as a working place because they participate in vocational activities.

It is worth mentioning that the participants that viewed the workshop as a daycare centre are participants who acquired various skills formally from the previous protective workshop and vocational centres as indicated in table 4.6.

#### **4.3.2.6 Activities that are not challenging**

There was a consensus among the participants that the types of activities that were encouraged were not challenging. Some participants claimed that some of the projects they were partaking in at the workshop were not challenging. As a result, they ended up wandering around or not finishing their work. Illustrative comments included: *“I do not enjoy what I am doing because it does not challenge me and I am not interested in what they have here, so I end up not finishing what I am supposed to do”* (Participant # F). The

other participant stated: *“This place does not have long-term plan and a clear vision for me, I have lots of things I want to pursue I want to concentrate on business”* (Participant # H).

The participant view is supported by Tesfany (2010), who contend that people with disabilities at times are involved in low skilled jobs, which offer little or no opportunities for career progression and are condemned to produce homemade products which are uninspiring. This finding accentuates the need for the development of more modern market-driven projects that will generate income for the participants.

- ***Lack of motivation***

The study participants identified the lack of motivation to produce either new products or producing good quality products as another challenge they were experiencing. Participants felt that they were doing the same activities all the time and if they produce products they do not receive appreciation and positive recognition. The reason for this may be due to a lack of resources in the workshop. One of the participants stated: *“There is nothing new from what I knew then and now, whatever I learnt and knew I learnt it from my previous school. I got demotivated here; we do the same boring things every day, I wanted to do welding, wood hangers and key holders”* (Participant # F). Another participant reflected this by saying: *“We do not have deadlines, no motivation from the facilitators to produce good quality products”* (Participant # Q).

The general picture that emerges from this is that some of the participant’s needs are not met, hence they are demotivated. It also appears that intrinsic motivation such as to use one’s ability, receiving appreciation, positive recognition, as well as being treated in a caring and considerate manner seem to play a crucial role in motivating the studied participants to be productive.

According to Joseph (2015), individuals have habits which must be managed as well as own individual needs which must be met to be motivated. Also, Herzberg (1968) in Lewis, Goodman and Fandt (2004) assert that working conditions such as amongst others progress and achievement, motivate people to improve their performance. Even though motivation helps people towards achieving goals, building self-esteem and capability, is not the only contributor to job performance. According to Mullins (2005) and Armstrong (2006), the ability as well as a combination of the level of skill; knowledge about how and when to complete the task also plays a role.

- ***Lack of funds***

The issue of funding is still another bristly barrier faced by PWDs. All the participants stated that there was a lack of funds to purchase sufficient material. This was evident as some of the participants that were working with beads were using tiny size beads. The participants further reported that the beads they were working with were the only ones available for them to use and this hindered their full participation. It is worth mentioning that the participants claimed that they were no longer receiving the stipend due to lack of production caused by lack of resources. To support the general view of the participants, the following was captured from a number of transcripts: *“There is no money here, and we have not been paid for months now”*.

The finding above illustrates that non-payment of stipends is a serious concern which has a direct influence on the motivation of the participants and would contribute to the quality of participants’ experiences and retention as most of them do not see it as a place of learning. No one wants to work without pay. This could be the reason for the lack of motivation and dissatisfaction because no one wants to work without pay. This finding also indicates that the participants are in non-standard work arrangement.

This finding on lack of funds is similar to the findings from the study conducted by Kaeane and Ross (2014) with income-generating projects. The authors stated that limited funding hindered the ability of the projects to grow. Lack of funds was also mentioned in the study report submitted by Schneider (2006) to ILO about strategies for skills acquisition and work for people with disabilities.

- ***Lack of professional assistance***

Even though this barrier was reported by some of the participants, the researcher also noted that there was only one professional assistant, training 54 people with disabilities.

The critical evaluation of this finding is that lack of funds mentioned above could be the main reason for not having sufficient facilitators. This points to the general need to recruit sufficient specialised training for facilitators/ teachers for people with disabilities as well as funds for sufficient assistance and training.

The lack of professional support to projects was also noted in the research report by Tandari (2004) on the mid-term review for the income generating projects of the Safer Cities.

The White Paper on an Integrated National Disability Strategy (1997) gives a 'solution' to the above-mentioned challenge by promoting an understanding of disability as a human rights and developmental issue. An understanding of disability according to the White Paper on an Integrated National Disability Strategy (1997) as a human right and developmental issue, leads to recognition and acknowledgement that people with disabilities are equal citizens and should enjoy equal rights and responsibilities. The paper recommends that people with disabilities should be given sufficient support significant to enable them to exercise their responsibilities.

- ***Lack of proper monitoring***

Participants complained that the facilitator did not monitor their projects regularly. As a result, they did not know whether what they were doing was right or wrong. One of the participants stated: *"My work does not get checked, or if it's checked then they do not say anything, and that makes me feel sad because it is like I am doing this for free I do not know whether I do good or bad"* (Participant # L).

**Observations:** It was also evident from the observations that the participants were not monitored continuously as they were left most of the time doing nothing. The possibility that seems plausible in explaining this finding may be that there is not enough assistance, as mentioned above the one facilitator cannot monitor everyone regularly. It also implies that the participants do not get the necessary help to improve the quality of their work. It is a generally accepted principle that individuals in a protective workshop require training and continuing guidance to improve the quality of their work.

This view concurs with Loughhead and Rakodi (2002), who point out that monitoring is vital as it measures progress against establishing a schedule and ensures quality, delivery and success of projects. The United States Agency for International Development (USAID) (2013), also articulate that monitoring is essential for all types of programs because it assesses if participants are achieving their goals and the quality of training, identify any unexpected outcomes, barriers and opportunities, as they arise.

- ***Inability to start the activity on their own***

Linked to lack of professional support, some of the participants further indicated that they experienced problems in starting the products on their own. One participant reflected: “*Problem is I cannot start on my own sometimes I try but end up making mistakes*” (Participant # G).

This finding concurs with the statement made by EMDA (2009) which point out that aspiring people with disabilities often lack the self-belief that they can start and operate successfully on their own. Uromi and Mazangwa (2015) also stated that people with disabilities are being regarded as people who are waiting to be helped and are dependent.

Even though these findings seem to support the statements made by the above-mentioned authors. One can, however, argue that not all people with disabilities are waiting to be helped and are dependent on other people. Most of the participants for example during observation showed the ability to start the activities on their own. This illustrates that there is a difference between people with disabilities’ levels of capacity.

It is evident from the findings above, that the lack of professional support can impede a project from being successful, as some participants’ battle with the activities. According to Verdonschot, De Witte, Reichrath *et al.*, (2009), many people with disabilities need assistance and support to achieve certain things and to be able to participate in social and economic life on an equal basis with others. Although it is important for individuals to operate independently, one would, however, agree that it is unrealistic to expect everyone without a formal training background to understand the product requirements, such as producing products that can be marketable. Thus, the participants were not able to participate effectively without the assistance of a facilitator. The three challenges above underscore the need to recruit more experienced people.

Lack of non-human resources in the form of funds and material, as well as insufficient supervision, in this case, were also frequently brought up as barriers in the research paper findings of Hästbacka, Nygård and Nyqvist (2016). Funding according to these findings, was one of the most frequently mentioned barriers. Other studies by Hästbacka *et al.* (2016) also brought up limited resources as one of the barriers within their sectors. This lead to increased demands for cost-effectiveness, as well as demands for eliminating unnecessary and costly obstacles in service provision.

It is also evident from the findings that generally, programmes for the empowerment of people with disabilities were underfunded or not funded at all. This finding is supported by WRPD (2016) who indicates that one of the weaknesses in the subsidised supported employment environment, is the lack of financial support for organisations of people with disabilities, who offer income-generating opportunities to their members.

- ***Quality of material used***

All of the participants that were involved in the knitting project indicated that the type of yarn they were using was tangling. These participants perceived the quality of the yarn as poor, and that made it difficult for them to produce well-constructed products. *“I do not like working with different textures; some textures tangle, I so wish they can get proper material that does not mean tangle”* (Participant # 1). Improved quality of available resources would result in improved productivity. The fact that the quality of the material used was poor may be linked to a lack of funds to purchase good quality material which may in return result in poorly constructed products.

- ***Language barrier to communication***

This barrier was also reported as an issue of particular concern. The majority of the participants reported that they were experiencing a language barrier with the facilitator as she only spoke English and Afrikaans. This barrier, according to the participants, hindered their participation as they could not understand, and are unable to explain what they wanted to do. Other participants also stated that they were reluctant to seek help because of the language barrier.

As mentioned above the language spoken by the majority of the studied participants was Sesotho / Setswana followed by isiXhosa, and there were few participants that understood Afrikaans and English hence the language barrier. This barrier also points to the lack of basic education as most of the children acquire English at least to the level to make communication possible in school.

The participant's views are supported by Kamil (2015), who contend that communication restriction inhibits the learning to progress successfully and lack of ability to communicate in English, can lead to communication barriers. Similar finding was also indicated in the report conducted by Gunutilaka *et al.* (2010).

Language is the primary means by which humans communicate with one another and is needed for any communication. South Africa, according to Probyn (2009) is unique when discussing issues relating to language as no other constitution in the world recognises eleven official languages. The difference in language however still creates a barrier as two people speaking different languages cannot communicate with each other. Similarly, in society, individuals not only need to be understood, but they also need to understand what others are communicating because failure to communicate can lead to problems with compliance as evident above (Slabbert, 2015). The short-term solution to this barrier would be to find a facilitator that is fluent in all languages even though it would be a challenge to find such. The researcher is aware that acquiring various languages to the level where one can help others is not possible in short courses. The workshop can, therefore, recruit interpreters as part of the team. The long-term solution would be an education in English for all, including children with disabilities to enable them in later life to be able to communicate in the language commonly used by most people in South Africa even though it is the home language of 9.6% of South African citizens (Census, 2011).

- ***Unreliable transportation***

The issue of unreliable transportation was also reported by the majority of participants and observed as one of the physical barriers influencing the participation of PWDs in IGAs.

The bus that the participants used at the time of the study had a mechanical problem. As a result of this, the participants were unable to attend the workshop for two weeks, and they did not have any other means of travelling to the workshop. This consequently delayed their participation. This barrier highlights the potential for exclusion of people who cannot reach the main transport routes, or who face inaccessible public transport.

This barrier mirror what has frequently been identified in the literature (Berthoud *et al.*, 1993; Moodley, 1997; EPRI, 2001a; EPRI, 2004; Seirlis & Swartz, 2006). Also, a study in the Republic of Korea by Park *et al.* (2009) for example who investigated the “Disparities between persons with and without disabilities in their participation rates in mass screening” indicates that transportation barriers were a likely factor in keeping people with severe physical disabilities from participating. The perspective of the social model implies that the responsibility for change in this area should be with transport providers

and do not lie on people with disabilities. Braithwaite and Mont (2008) state that in order for people with disabilities to participate fully in community life, access to the physical environment, transportation, technology, information sources and buildings are essential.

The White Paper on an Integrated National Disability Strategy (1997) recommends that there is a need for rapid progress in developing a public transport system that is flexible and accessible. Unfortunately, 20 years later it still did not realise.

- ***Exclusion from decision making***

Participants felt that they were not taken seriously and were excluded in the decisions taken by either the supervisors or management. Illustrative comments included: *“They do not take us seriously, and they do not trust us to make our own decision the supervisor chose which colours to use for our products. Things change here all the time without being informed”* (Participant # G).

The fact that some of the participants were decided for on the choice of colours and the activities, while others got to choose what they wanted to do, may be due to the misconception about the ability of PWDs to perform well in activities.

This view confirms Naami (2014) statement, which points out that a person with disabilities experiences discrimination in all spheres of life daily. This finding on exclusion from decision-making was also mentioned in the study findings conducted by Naami (2010) about the impact of unemployment on women with physical disabilities in Tamale, Ghana. Carney (2002) further point out that being excluded in decision-making is typical among the worlds’ vulnerable.

Other participants reported that they did not have the opportunity to choose the activities they were undertaking. This was reflected by the following: *“I did not choose what I am doing; I was told by the supervisors”* (Participant # K). One of the participants who has dyslexia further stated: *“I sometimes feel that my contributions are not regarded as valuable compared to other participants”* (Participant # C).

The participants’ view is supported by Moran, Gibbs and Mernin (2017) who indicate that individuals with disabilities often experience very little control over their own lives as decisions are made for them. The involvement in decision making by people with disabilities is included in the guidelines for the integration of people with disabilities as set out in the White Paper for Social Welfare (1997).

In contrast, the findings also revealed that the participants who were physically disabled were given the opportunity to choose their activities. This was also picked up during observations. *“I choose everything I want to do here, sometimes the facilitator or supervisor asks for my input because they know I am good”* (Participant # L).

The general picture that emerges from this finding is that the participants with certain types of disabilities experienced different barriers to participation. For example, within this particular study, many participants mainly with learning and mental health-related disabilities identified difficulty in using tools due to the nature of their disability more than other participants who suffered from a physical disability.

This view is supported by Baldwin and Johnson (1994) and Baldwin and Marcus, (2006), statement who contend that different impairments can cause different degrees of prejudgement, with the strongest prejudice exhibited towards people with mental health conditions.

It is important to note that while the participants who encountered this barrier seems to be relatively low, in relation to other participants in this study, no one should have these experience.

It is noted that all these challenges experienced by studied PWDs, directly and indirectly, influenced the participation in the projects as exhibited above and some are beyond the scope of a person to change. It is evident from the findings that these institutional, physical and attitudinal barriers interact with each other and may have various consequences for PWDs.

These findings seem to suggest that some of the attitudinal barriers that have been documented in the recent study still have a severe impact on the participation of participants with either learning or mental health-related disabilities in comparison to other disability types. However, their attitude indicates that they do not have the insight to see it. Attitudinal changes are, therefore, vital for the integration of all people with disabilities.

The above-mentioned examples also indicate that these barriers can lead to the exclusion of PWDs. Hence, the perspective of the social model highlights that disability is not only an individual medical issue rather when changes are made in the society then PWDs can be included. The researcher, however, believes that PWDs themselves,

employers, health professionals, educators, local communities, and providers of goods and services all have a key role in overcoming these highlighted challenges.

### **4.3.3 Theme 3: Coping strategies used by the participants to overcome the challenges**

This theme focused on coping strategies that the participants used to overcome some of the challenges experienced. Even though the participants reported that there was nothing much they could do to overcome most of the barriers they were facing as they were not in control of the situation, guidance from the facilitator, experience, use of available resources and translator within themselves were mentioned.

- ***Guidance from the facilitator and peers***

The participants who reported to struggle with tool use indicated that they asked for guidance from one of their co-workers or the facilitator. *“When I struggle I usually ask my friend to help me”* (Participant # K).

Even though the earlier finding indicated that there was a lack of professional assistance. This finding shows that support, even though it is not sufficient, is available for those who need it and when asked for.

- ***Experience***

One of the participants, who was also assisting other participants reported on how he overcame the problems that he was experiencing while he was teaching the participants who struggled to count and use the tools. The following excerpt briefly describes how the participant used his experience to help his co-workers: *“I write on the paper, how they are supposed to put in before they knot the fishline and that worked well, I teach other people what I was taught from the other schools”* (Participant #H).

The participant’s view confirms the statement made by Block, Taliaferro and Moron (2013), who contend that peer tutors which serve as a “workbuddy” for the participants, are helpful and can be used to motivate the participants where there is a shortage of staff.

- ***Use available resources and recycled material***

Where there was a lack of material, the participants indicated that they tried to use whatever that was available just to keep them going.

- ***Translator within themselves***

Where there was a lack of communication, the participants reported that they asked one of the co-workers who understood both Afrikaans and Sesotho language to translate for them. This indicates an example of the value of team spirit.

The fact that the participants utilised available resources, regardless of the quality, and quantity indicate their level of commitment and dedication to their work. These findings also indicate that the participants were able to use their problem-solving skills to remove some of the barriers. Solving problems (use of available resources and recycling material) and seeking out support and guidance from the peers and the facilitator in order to participate conclusively, demonstrate the interactional and behavioural components of empowerment (Zimmerman, 1995; 2000).

#### **4.3.4 Theme 4: Impact of income-generating activities on the well-being of people with disabilities**

Theme four presents the impact of income-generating activities on the well-being of people with disabilities. This theme is supported by two subthemes (positive and negative impact of income generating activities) as indicated in table 4.11. While most of the participants revealed positive changes that IGAs and the workshop have made on their lives given the fact that they remained in these IGPs despite the challenges they were facing, other participants revealed the negative aspects.

Table 4.11: Impact of income generating activities on the well -being of people with disabilities

Theme	Subtheme	Sub-subtheme
<b>Impact of income-generating activities on the well-being of people with disabilities</b>	<ul style="list-style-type: none"> <li>• Positive impact of income generating activities</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge</li> <li>• Improved skills and independence</li> <li>• Improved self -esteem</li> <li>• Keeps them active and safe</li> <li>• Social support</li> <li>• Spiritual growth</li> <li>• Food security</li> </ul>
	<ul style="list-style-type: none"> <li>• Negative impact of lack of success in income generating activities</li> </ul>	<ul style="list-style-type: none"> <li>• Disappointment and lack of empowerment</li> </ul>

#### 4.3.6.1 The positive impact of income generating activities

The participants reported that income-generating activities positively changed their lives in many ways.

- ***Increased knowledge and independence***

Few of the participants expressed the view that the workshop has made them independent as they could work on their own and be able to make their products. *“I learned to be independent; I now know ways to get income”* (Participant # Q). One of the participants indicated that the pace she was working has improved. *“I can do everything by myself before I used to take three days now I take a day, I know how to knit”* (Participant # I).

One of the participants further reported that she does not need to be guided as she can be creative on her own. *“I believe in my ability because there are lots of things I can do without anyone assisting me”* (Participant # L).

**Observations:** Even though some of the participants believed that they were independent, it was conversely observed that some of the participants' activities still needed to be monitored and some needed to be guided through their work.

- ***Improved skills***

Improved skills were a common response reported by some of the participants. These participants believed that their skill capacity had improved enormously compared to when they started. While some of the participants enunciated that they could work faster now without assistance, other participants reported that their colour coordination, creativity and artistry skills have improved. One participant reflected: *"I would say I am more creative now than I was before and my use of colours has improved, I do not just mix any colours now"* (Participant # B).

- ***Improved self-esteem***

Two of the participants commented that being at the workshop increased their self-esteem and inspired them as they were able to meet influential people and that motivated them. One participant, for example, stated: *"I was able to go to ABET, I met educated people, they saw a potential in me, and they encouraged me to go to school. So now I am attending ABET"* (Participant # H). Another participant reported that the workshop gave her hope because she never thought she would be employed. *"I told myself that I would never get a job but coming here changed that. This happened after they saw what I am capable of. The facilitator told me to study and open my own business; I am more motivated now than before"* (Participant # G).

According to Germain and Gitterman (1996), the person with a disability whose environment may have been adjusted to enable him/her to be successful in realising their aspirations, will achieve a sense of competence. The participant's views are similar to the findings from the working paper conducted by Nokrek, Alam and Ahmed (2013). These findings are also congruent with the results of Nosek, Hughes, Swedland, Taylor and Swank (2003) which points out that people develop their identities based on their interpretations of how others evaluate them. Studies by Korman (1970, 1971 & 1976) who published papers on employee self-esteem, found that the self-esteem of an individual formed around work and organisational experiences plays a significant role in determining employee motivation, work-related attitudes and behaviours. Lastly, these

findings also demonstrate the intrapersonal component of empowerment (Zimmerman, 1995; 2000).

- ***Keeps them active safe***

Some of the participants stated that the IGAs gave them a sense of purpose, kept them active and safe from the township. The following selected quote from the transcripts indicated the overall response of the participants. *“Coming here gives me purpose, and I do not have to stay in the township the whole day”* (Participant # K).

All the female participants further stated that being in the workshop prevented them from being taken advantage of in the township. One of the participants stated: *“It keeps me busy and safe, people take advantage of us in the township”* (Participant # I). Some of the participants shared that the most common experiences of victimisation were, name-calling, emotional torment, laughing at them, and sexual abuse.

These findings demonstrate that women with disabilities suffer double discrimination both on the grounds of gender and of impairment. Literature shows that even though the estimates on the current abuse experienced by women vary there is an agreement that disability introduces additional vulnerability for abuse in women’s lives (Nosek, Howlans, Rintala, Young & Chanpong, 2001).

An analysis by Andrews and Veronen (1993) revealed eight reasons for increased vulnerability to victimisation among persons with disabilities. These include (1) increased dependency on others for long-term care, (2) denial of human rights that results in perceptions of powerlessness, (3) less risk of discovery as perceived by the perpetrator, (4) difficulty some survivors have in being believed, (5) less education about appropriate and inappropriate sexuality, (6) social isolation and increased risk of manipulation, (7) physical helplessness and vulnerability in public places and lastly, (8) values and attitude within.

- **Social support**

According to Hobfoll and Stokes (1988), social support includes emotional support, informational assistance, comfort, intimacy, tangible support, and physical affection. Some of the participants reported that they enjoyed being in the workshop as they got to be with their friends. This is a type of support that gives someone a sense of belonging. Other participants reported that not coming to the workshop was likely to lead to social isolation. This was reflected by the following: *“Many people I know from school are here, I now feel good to stand up in the morning because I know I will see my friends”* (Participant # A).

Research shows that social support is vital in the rehabilitation process and its significance is recognised in the area of community integration of persons with disabilities (Cohen & Syme, 1985; Belgrave & Walker, 1991; Jackson, Meade, *et al.*, 2006). The findings on social support are also congruent with other reports conducted by Koopman (2003); Nokrek, Alam and Ahmed (2013). Literature also indicates that there is a link between social support, good physical and mental health and general well-being (Barrera, Sandier & Ramsey, 1981; Cohen, & Syme, 1985; Heller & Rook, 2001; Hale, Hannum & Espelage, 2005; Dadich, 2006). This is also evident in the study by Hale *et al.* (2005), who investigated the importance of social support on college students' physical health. The findings of this study found that the sense of belonging and connection to others predicts good physical health. Another study by Dadich (2006) who investigated the impact of self-help support groups on young men recovering from a mental illness found that social support networks improve the mental health of this target group.

- **Spiritual growth**

One of the participants stated that coming to the workshop has made them grow spiritually. One of the participants stated: *“I now know how to pray and I have grown spiritually”* (Participant # L).

- ***Food security***

In addition to the above-mentioned benefits, the researcher also observed that the workshop provided the participants with one meal a day as a way to reduce the distressed conditions of some of the participants. It is well recognised that food is a basic need for all (Maslow, 1943) and eradicating poverty is the highest priority in the government's effort to build a better life for all.

In Landy and Conte's (2007) view, work helps to sustain mental health and well-being. It is evident from the findings that work is not only needed to earn a living but also fulfils some human needs such as self-esteem and confidence, independence, safety, a collective purpose, social contact and activity.

#### **4.3.6.2 The negative impact of lack of success in income generating activities**

- ***Disappointment and lack of empowerment***

A few of the participants reported that their participation in income-generating activities did not bring any change in their lives because they were not generating any income. The participants stated: "*This place does not do anything for me, I don't make money, and I am here because I have nothing else to do*" (Participants # C, F & R).

It can be noted from the above findings that PWDs experiences regarding their involvement, the barriers they encounter as well as the benefits they receive from their involvement differ. The findings also show that IGAs are not only about the economic benefits, people also attain personal development that they would not have achieved. IGAs also bring people together to support one another in alleviating some of the challenges that they face daily, and these are some of the reasons that kept them in the projects, despite various challenges.

#### **4.3.5 Theme 5: Vocational Skills Development**

The researcher thought it was imperative to explore the skills that the participants wish to improve and develop. This was conversely going to assist at some level, with the model that the researcher was aiming to design in chapter five. This theme focused on the vocational skills that the participants wish to improve and learn. Two categories are

discussed. The first category presents the skills participants wish to improve. The second category highlights some of the skills the participants wish to develop.

#### 4.3.5.1 Skills participants wish to improve

Table 4.12: Skills participants wish to improve

Skills participants wish to improve	Types of skills
	<ul style="list-style-type: none"> <li>• Vocational skills</li> </ul>
	<ul style="list-style-type: none"> <li>• Communication skills</li> </ul>
	<ul style="list-style-type: none"> <li>• Marketing and basic business skills</li> </ul>

- **Vocational skills**

From table 4.12 it can be seen that the majority of the participants expressed their desire to improve the skills that they already possess. The reason for this response was that the participants were content with what they had acquired. The participants also felt that they had spent much time in establishing the skills and therefore believed that improving existing skills will enable them to produce more products of better quality which in turn will result in sustained income.

The following are some of the responses given by the participants in support of the skills that needed to be improved. *“I want to improve my beading skills; knitting also needs some improvement when it comes to finishing it off, if I can be perfect in that then I will be able to make more things and more money”* (Participant # G). One of the participant’s indicated that she was struggling to be consistent with the pattern when she was knitting. *“I want to know how to follow a pattern, I still struggle there, so I end up making uneven hats”* (Participant # L). The picture that emerges from this finding is that some participants prefer to stay with what is familiar to them.

- **Communication skills/ Education**

An additional skill that was highlighted by one of the participants was public speaking and writing. The participant trusts that if these skills are improved, he will be able to make his dreams come true. *“I want to improve public speaking, write poems but the problem is the laptop and my English, I also want to be the doctor of theology”* (Participant # M).

This finding was also mentioned in the study findings of entrepreneurial training for girl’s empowerment in Lesotho by Berry *et al.* (2013). The participant’s views concur with Becker (1964) who points out that the development of relevant skills is the key to improving productivity and can open doors to economically and socially rewarding employment.

- **Marketing and basic business skills**

Few of the participants stated that they wished to improve their marketing skills. The participants further indicated that they have been marketing their products through word of mouth and cannot afford to advertise their products due to a lack of knowledge and resources. The participants feel that if their marketing skills were to be improved, they would be able to start their own business, promote their products and generate more income.

In view of the above findings, it is clear that the participants realise that their success and goals depend on the level of their knowledge and various skills. However, it needs to be noted that the participants are not all realistic about their own capacity to develop new skills. It has also been realised that there is a link between the skills level and the expansion of income-generating activities. Cobley (2011) state that marketing and basic business skills are required to succeed in running a business.

#### **4.3.5.2 Skills participants wish to develop**

Table 4.13: Skills participants wish to develop

Skills participant wish to develop	Type of skills
	<ul style="list-style-type: none"> <li>• Entrepreneurship skills</li> </ul>
	<ul style="list-style-type: none"> <li>• Sewing skills</li> </ul>
	<ul style="list-style-type: none"> <li>• Cooking skills</li> </ul>

From table 4.13 it can be seen that the participants were keen on developing a wide variety of skills namely, entrepreneurship, sewing and cooking skills.

- ***Entrepreneurship skills***

The dominating view of the participants indicated that they were interested in learning about marketing and business as it was not provided to them hence they do not make money. The participants believed that the provision of entrepreneurship skills through education could open doors for them.

- ***Sewing skills***

Some of the participants stated that they would like to know how to sew because they think they can make money out of it. These participants were mostly participating in beading.

- ***Cooking skills***

One of the participants stated that she would like to learn how to cook, bake and clean. The participant felt that it was important for a woman to have knowledge and skills on these because they make them feel independent and useful.

The researcher's interpretation of the above findings is that the participants have varied goals they wish to achieve and that they desire to be empowered so that they can take control of their lives.

The White paper on the rights of people with disabilities (2016) views empowerment as a means of empowering or developing the skills and abilities amongst persons with disabilities to effectively communicate their socio-economic needs to others in society.

Cobley (2011) state that technical skills which are skills that enable people to perform specific tasks competently, are required for many types of work. Ransom (2010) alludes that technical and vocational skills also prepares one to provide some services, as well as undertake tasks such as how to produce or repair something and are needed in manual occupations, such as carpentry, tailoring, plumbing and electrical work, vehicle repair, sales, marketing, secretarial, food and laundry businesses.

#### **4.4 CONCLUSION**

The results were presented according to the structure of the semi-structured interview used and were supported by extracts from the interview transcripts, and the literature reviewed for this research.

Based on the above-mentioned findings, particularly the findings that revealed the challenges faced by the participants, the researcher proposes an empowerment model that will assist people with disabilities in increasing and sustaining their income-generating activities to improve their standard of living. This empowerment model will be presented in the next chapter.

## CHAPTER 5: EMPOWERMENT MODEL

*The empowerment model based on experiences of people with disabilities participating in income generating- activities in a specific protective workshop.*

### 5.1 INTRODUCTION

*“Empowerment refers to the process of increasing personal, interpersonal, or political power so that individuals, families, and communities can take action to improve their situations”* (Gutiérrez, 1992). In reality, the concept of empowerment is interpreted and equated to creating an enabling environment for others to act towards some defined systems. Mcaubbin and Cohen (2003) argues, that such interpretations leads to indirect oppression and subsequently, leads to dependency syndrome (*powerlessness resulting to one’s self to be a passive beneficiary of services*). Giving a person living with disability power and ability to generate his or her livelihood enables them to be economically self-sufficient and eases their full integration into society.

The primary purpose of this study is to propose empowerment for people with disabilities participating in income generating activities in a protective workshop. As opposed to previous studies, the main reference is made from the experiences and observations of the people with disabilities, who are engaged in income generating activities. Although, the study presents this participant-based model, certain components are derived and founded on other existing relating empowerment models, to ensure its competence. As the focus is on the empowerment, the literature brought forth grounds the proposed to be an iterative process, to lay clearly core elements of the process with defining outcomes-based and the processes should be relevant, applicable, and practical (RAP). The proposed empowerment model presents the following components: *personal empowerment, education and training, support, participation*.

South Africa has a population of 57.73 million and of this number 7, 5% (8, 3% females and 6, 5% males) of the country's population which is 2.9 million are recorded as living with a disability (Stats SA mid-year population estimates, 2018). In South Africa, the Integrated National Disability Strategy (1997) gives prime responsibility to organizations that engage in income-generating activities for people with disabilities to provide invaluable experience, empowerment opportunities and skills training for disabled

individuals interested in entering the Small, Medium and Micro-Sized Enterprises (SMMEs) sector. Other mechanisms used for the economic empowerment of people with disabilities in South Africa, include development of welfare programmes of poverty eradication such as social grants, expanded public works programmes, vocational training, skills development and mainstream employment. However, there was dearth information on whether the empowerment programmes directed to people with disabilities are significantly contributing towards income diversification.

An exploratory case study conducted by the author, revealed that people with disabilities are faced with barriers that hindered them from participating in income generating activities effectively as discussed in chapter 4. These barriers must be overcome in order for people with disabilities to improve their skills and benefit from participation in income generating activities.

The following model has been designed as way to address the above and other relating barriers. In attempt to achieve such an objective, the study investigated and observed the experiences of people with disabilities participating in income generating- activities.

## **5.2 THEORETICAL CONTEXT OF THE MODEL**

Empowerment models are used in fields such as social work, psychology and nursing. There are limited empowerment models developed for people with disabilities, particularly, in income generating activities. Due to limited information of such model, according to the author's research, the current study pioneers the establishment of such a model to improve the lives of the people with disabilities participating in income generating-activities in a protective workshop. Subsequently, the proposed empowerment model and the content of the model was developed from the results of the study, with particular focus to the barriers that hinders the effective participation of people with disabilities partaking income generating activities in a protective workshop. The model thus offers the following components; personal empowerment, education and training, support and participation. The interaction of these components of the model attempts to overcome the identified barriers and provide steps to facilitate successful participation.

The model incorporates the groundwork of an empowerment theory (Perkins & Zimmerman, 1995, Zimmerman, 1995, 2000) and empowerment models (Moran, Gibbs & Mernin, 2017; Shariff, 2015). Some of the aspects from these models were amended to suit the barriers of people with disabilities participating in income-generating activities. These models are from different disciplines namely, sports and health.

### 5.2.1 Brief overview of the two-empowerment models

This section discusses the brief overview (similarities and differences) of the above-mentioned empowerment models, key findings from the two models related to the current model and why they were integrated to fit the currently proposed empowerment model better.

Table 5.1 Comparison of the two-empowerment models

<b>Authors</b>	<b>Moran, Gibbs and Mernini</b>	<b>Shariff</b>
Title of the empowerment model and year	<b>Empowerment model:</b> Turning barriers into possibilities (2017)	<b>Empowerment model</b> for nurse leaders' participation in health policy development (2015).
Target	<b>Individuals with disabilities</b>	Nurse leaders (without disabilities)
Aim	To <b>empower</b> four interrelated parties namely people with disabilities, parents, instructors and community-based physical activity programs.	Focuses on <b>empowering</b> nurse leaders without disabilities to participate in health policy development
Barriers	<ul style="list-style-type: none"> <li>• Lack of programs/ opportunities</li> <li>• Fear on the part of the participant, parents and instructors</li> <li>• <b>Lack of training and knowledge</b> on the part of instructors</li> <li>• Concerns about liability</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of political activity</li> <li>• Lack of skills in policy development</li> <li>• Lack of status of women in the African context</li> <li>• Image of nurses</li> <li>• <b>Lack of education</b></li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Lack of supportive structure</b></li> </ul>
Components	<ul style="list-style-type: none"> <li>• Programming</li> <li>• <b>Training and</b></li> <li>• <b>Support</b></li> </ul>	<ul style="list-style-type: none"> <li>• Continuum of empowerment</li> <li>• <b>Foundational education</b></li> <li>• Leadership</li> <li>• Knowledge</li> <li>• Experience</li> <li>• Environment and Participation</li> </ul>
Method	This model used the demand–response approach to identify the barriers to successful participation and used the foundation of <b>Zimmerman (1995;2000) empowerment theory</b> to demonstrate how the four parties can be empowered	<b>This model was developed from the findings of the study</b> and utilised a Delphi approach which included expert panellists, three iterative rounds
Key findings from the two models related to the current study	<p><b><u>Target:</u></b> <i>People with disabilities</i></p> <p><b><u>Method:</u></b> <i>Utilised Zimmerman’s empowerment theory</i></p> <p><b><u>Barriers:</u></b> <i>Lack of training and knowledge</i></p> <p><b><u>Components:</u></b> <i>Support</i> <i>Training</i></p>	<p><b><u>Method:</u></b> Model developed from the findings of the study.</p> <p><b><u>Barriers:</u></b> <i>Lack of education</i> <i>Lack of skills</i> <i>Lack of support</i></p> <p><b><u>Component:</u></b> <i>Foundational education</i></p>

From the viewpoint of the researcher the integration of these two models would better fit the present study because they are both focusing on empowering the individuals who are faced with barriers to participation.

### **5.3 METHODOLOGY**

The researcher used the empirical findings from the explorative case study and applied it to the selected empowerment model to develop an empowerment model for people with disabilities participating in income-generating activities in the protective workshop. The qualitative approach was used to explore the experiences of people with disabilities participating in income-generating activities in one of the protective workshops in Bloemfontein. A purposive sample of 18 participants representing different age groups (19-59), different ethnic groups, with physical, and intellectual disabilities and residing in various communities in Mangaung, Bloemfontein, Free State Province. The data generation tools were developed by the researcher and were observations and face-to-face semi-structured interviews guides. The ethical approval was obtained from the University of Free State. The content analysis that is based on turning the observations and data from the interviews into themes that can be used to gain insight into participant's needs and perceptions were applied. Hypothesis coding was applied in this study. This method involves arranging qualitative data into categories based on predetermined categories. Insight from the original manual coding was applied and the categories and observations were arranged into five main research categories to analyse them again (Saldana, 2013).

### **5.4 FINDINGS**

The demographic data indicated that the participants selected in this study were females and males, from age 22 to 52 years and were all single. The findings indicated that the participants were involved in the most popular informal income-generating activities such as beading, knitting, tapestry and sewing. The majority had not attained adequate education and training to enable them to participate effectively in income-generating activities. Findings also indicated that the participants were mainly faced with attitudinal and institutional barriers which have had an adverse influence on their performance.

Significant barriers to participation include (1) ability to use the working tools, (2) lack of artistry skill, (3) lack of creativity and use of colours, (4) inability to concentrate on the activities for a more extended period, (5) activities that are not challenging, (6) lack of motivation, (7) lack of funds, (8) lack of professional assistant, (9) lack of proper monitoring, (10) inability to start the activity on their own, (11) quality of material used, (12) language barrier to communication, (13) unreliable transport and (14) exclusion from decision making. Despite the challenges that the participants were experiencing, the findings indicate that the participants benefited in various ways from their involvement in the workshop. Empowering of people with disabilities to participate in income-generating activities would enhance their input in the process. A model for doing so was developed.

This proposed empowerment model differs from prior work empowerment because of the greater specificity of the components. For example, how important it is to give power to people with disabilities, what strategies are required to empower people with disabilities, instructors and organisation. The model also highlights potential training opportunities aligned with the needs of people with disabilities. In addition, it provides possible activities that can be applied to meet the basic educational needs of people with disabilities.

This model provides a framework to support people with disabilities with skills and knowledge to sustain their participation in income-generating activities. People with disabilities, instructors, community-based organisations and policy makers can use it. The model can be applied by community-based organisations and NGO to mentor and support other people with disabilities.

## **5.5 STRUCTURE OF THE MODEL**

The model incorporates four major concepts namely: (1) personal empowerment (2) basic education and training, (3) support, and (4) participation. This model was built on prior work of empowerment theory, empowerment models and by linking some of the above-mentioned barriers from the participant's experiences and observations made during the study.

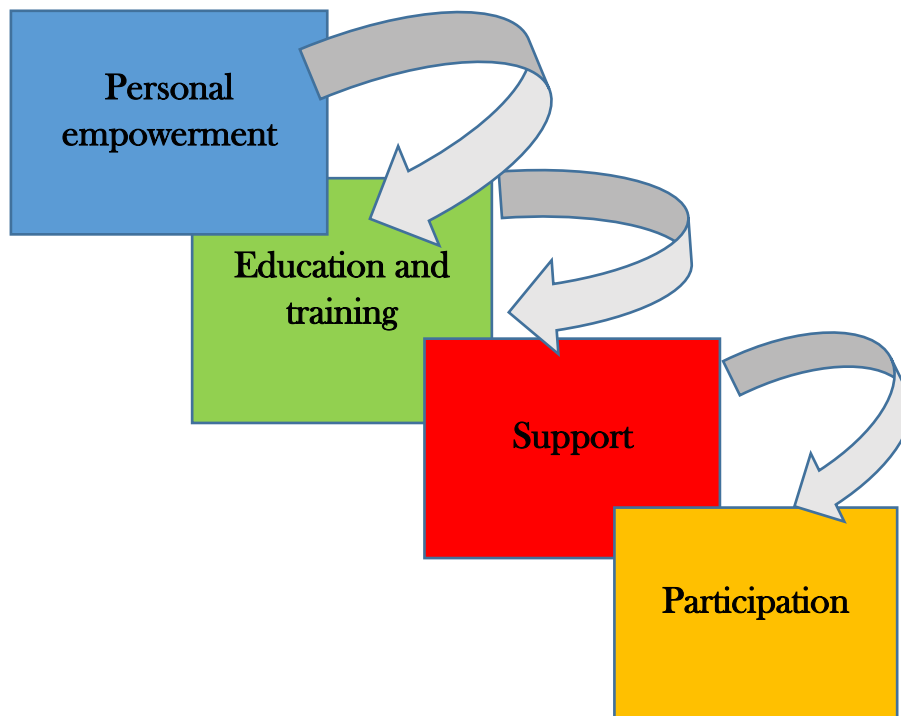


Figure 5.1: Empowerment model for people with disabilities participating in income- generating activities in a protective workshop.

### 5.5.1 Personal Empowerment

As mentioned earlier, the purpose of empowerment in Helander’s (1993) perspective is to help individuals by providing them with resources and opportunities, as well as knowledge and skills, which are necessary to partake in the community fully. Research shows that people with disabilities need to be empowered to be able to take care of their needs in every area of their lives, to take control of their lives as well as participating in decisions that lead to their future (Mpofu, *et al.*, 2011; Tsengu *et al.*, 2010). Coleridge (2007), outline that one of the primary issues to consider is the need to build the confidence of people with disabilities because they are often overlooked in terms of their abilities and potential within their families and communities. Kroeker (1995) further articulate that increasing feeling of value, self–efficacy and control are some of the psychological goals of empowerment. It is suggested that these factors may lead to low expectations, which need to be addressed by developing positive attitudes, knowledge and life skills. The empowering processes, according to the empowerment theory, include activities, structures and actions that may be empowering to someone. These processes in Moran, Gibbs & Mernin’s (2017) perspective, enable individuals or groups to develop

skills and obtain resources that will make independent decisions and solve their problems. As mentioned earlier, the intrapersonal component (Zimmerman, 1995; 2000) is described as an individual's own beliefs about their ability to control their environment and focuses on a person's feelings of their inner world because it is perceived as the emotional component of the psychological component (Kasturirangan, 2008). Zimmerman (2000) further mentions that the concept of this component is indicated by self-efficiency, competence, and motivational aspects of perceived control.

The first step for people with disabilities to gain control over their lives is through personal empowerment "power within". Achieving personal empowerment in Gutiérrez (1992), perspective includes recognising and identifying the power one possess (taking action). The author views this part of empowerment as the engine for the rest of other processes.

Power within has to be self-generated, meaning it cannot be imparted upon individuals. This personal empowerment process starts when individuals acquire self-respect, confidence and realise their inner strength. Taking control over one's life by believing in themselves in accomplishing the goals, is crucial to the success of the empowerment process. Personal empowerment results in self-reliance, making your own decisions as well as knowing your goals (Burkey, 1993). Individuals cannot change something if they do not recognize that there is something to change. Therefore, it is suggested that individuals should reduce negative self-talk and beliefs. Such talks are learned; they can, therefore, be unlearned. One can overcome this with an affirmation (repeating positive thoughts about yourself). It can make a difference in one's confidence and self-belief. Another strategy that can improve confidence is to have input, support and guidance from others, as well as an inspirational role model. Organisations can assist by inviting an inspirational spokesperson.

### **5.5.2 Education and training**

This element can be linked to Zimmerman's (1995; 2000), interactional and behavioural component. It is also similar to the component training (strategies of success) in Moran, Taliaferro and Pate's (2014) empowerment model and foundational education component of Shariff's(2015), empowerment model.

A few barriers concerning education and training need to be addressed. According to Ofuani (2011), education contributes to independence, sense of self-worth and economic

power. Tsengu *et al.* (2005) point out that education is a powerful tool for economic empowerment of people with disabilities. Similarly, Unesco (2010) assert that education and training will empower the disadvantaged to take control of their lives. Education of people with disabilities is very crucial for development and independent living independently (Rao, 2008); thus, education is a fundamental part of all empowerment programmes. Trends in the job market appear to suggest that people with disabilities need support from education and training to facilitate their job opportunities (Muneno & Tom, 2013). Education and training can facilitate the acquisition of knowledge and skills in four areas: (1) *basic education*, (2) *potential training opportunities to meet the needs of people with disabilities*, (3) *skills development for people with disabilities* and (4) *encouraging the utilisation of reduce, reuse and recycle*.

#### **5.5.2.1 Basic education**

As indicated earlier in the study, education contributes to the human capital information and is a crucial factor of personal well-being, welfare and is the key to changing the preconceived opinions and attitude about people with disabilities (Moron & Block, 2009). The findings revealed that limited education has an adverse effect on the employment participation of people with disabilities.

The starting point in empowering children and people with disabilities is to overcome the lack of education barrier they are facing. This can be overcome by providing them with basic education. According to Mukobe (2013), education is power and people who lack it lack power as well as choices about how to improve their lives. The researcher trusts that basic education opportunities can improve the ability of the individuals to follow instructions, to acquire communication and measuring skills, and to handle simple equipment like scissors.

The sixth conference of state parties on the convention on the rights of persons with disabilities which was held on the (17<sup>th</sup> July 2013) points out that education for economic empowerment need to start from preschool to adulthood because preschool empowers children with self –confidence, increases their self-esteem which enhances effective task performance and equip the children with life skills such as communication, sorting, measuring, cutting, colouring and daily living skills.

The model suggests that children with disabilities should be allowed in school for as long as they can to develop their knowledge and skills and should be supported to overcome

the barriers to learning caused by the community as well as by learning environment. This can be achieved by equipping the teachers broadly, with the following skills: (1) understanding of disability and learning barriers; (2) understanding how policies about education for children with disabilities work; (3) training in how to differentiate the curriculum for children with disabilities and learning barriers; and lastly, (4) training in specific skills that are required for the education of children with specific disabilities at their schools (Khumalo & Fish, 2017).

#### **5.5.2.2 Potential training opportunities to meet the needs of people with disabilities**

It has been realised that the success of IGAs depends on the skills and knowledge of the individual or group setting up such activities (Kadozo, 2009). Moran and Block (2010) point out that many people involved in the community-based programs have never received any formal training on disabilities or special education and do not know how to meet the needs of individuals with special needs. According to Anderson *et al.*, (2005) and Bedini (2000), this can be a barrier to successful participation. Zimmerman (2000) point out that organisational empowerment comprises of the development of processes and structures that improve member participation. It also assists the organisations in accomplishing their goals effectively.

##### **5.5.2.1.1 Training of teachers / instructors (empowerment for instructors and organisations)**

Instructors/ teachers play a significant role in empowering people with disabilities. The crucial point in empowering people with disabilities to sustain their income-generating activities would be to provide instructors who work with people with disabilities with appropriate training. Providing appropriate training and instructional support to the teachers will not only empower people with disabilities but also will result in successful participation, this way the organisation will be empowered. This also will enhance the effective management of the programmes, and then instructors will be able to serve the needs of the community. Furthermore, being knowledgeable through training can also equip instructors with confidence and skills that would effectively assist their facilitation (Shariff, 2015).

Teachers should be fortified with a variety of skills to teach the academic curriculum to children and people with a range of disabilities. Khumalo and Fish (2017) posit that teachers who teach visually impaired children should be adequately trained to write and read Braille at an acceptable standard and those who teach children with hearing impairments should be able to use Sign-Language accurately.

There is a high unemployment rate of 27.7% in South Africa (Stats SA, 2017). Providing specialised training to some of the South African citizens could result not only in job creation but to overcoming the lack of professional support experienced by PWDs in the protective workshop. To sensitise and familiarise service, people with disabilities should also be part of the training programs. The empowerment model, therefore, proposes that programming needs to be facilitated by experienced instructors who have received specialised training and have experience in providing the support required. This could be achieved through the following:

- Intense workshops related to disability issues (disability awareness, diversity and inclusion and how to meet the needs of diverse learners). Organisations can organise such workshops for their instructors with disability specialists
- Series of training modules (short courses).
- Courses through specialised institutions. These institutions, do not only offer valuable vocational and life skills, but also work experience through practical activities that can help produce products necessary for livelihood sustainability.

#### ***5.5.2.1.2 Effective teaching strategies for people with disabilities***

For effective training to occur for people with disabilities, the following strategies should be taken into account.

##### **Communication/ reasonable accommodation**

Part of the training should take into account; methods of communication such as sign language and interpreting services, speech software and Braille printing. Because South Africa is a diverse country support workers should therefore also try to learn various languages or employ people who are multilingual. By doing so, the barrier to language communication will be restricted. The researcher is aware that acquiring various languages to the level where one can help others is not possible in short courses. The

model, therefore, proposes that interpreters should be added to the team to attain successful goals.

### **Physical environment accessibility**

Universal design principles emphasise that people with disabilities should be able to reach, enter the building as well as use the space and benefit from the activities inside (ILO, 2016). ILO provides a checklist for environment accessibility.

Table 5.2: Checklist for environment accessibility

- Classrooms: Chairs, equipment, tables, free space
- Washrooms: Toilets, urinals, free space
- Drinking water faucets
- Emergency evacuation routes and alarms
- Electric switches
- Signage, labels and directions
- Ramps
- Wider doors and passages

**Source: ILO (2016)**

### **Learning styles**

Thirdly, part of training should also take into account learning styles that will accommodate different learners. It is important to know that people learn differently (visual, auditory, and kinaesthetic). Visual learners use visualization techniques to remember things (examples are images, mind maps, lists). Auditory learners are those who generally learn best by listening. They typically like to learn through lectures, discussions, and reading aloud. They remember best through hearing or saying items aloud. Kinaesthetic learners-also called tactile learners are those who learn best through touching, feeling, and experiencing that which they are trying. Recognising different learning styles does not only cater for the needs of the individuals but also helps in achieving the objectives successfully (Hamza, 2012).

## Teaching methods

The last strategy that should be taken into consideration when training people with disabilities is teaching methods that will accommodate different disabilities. There is a variety of effective teaching methods that can be utilised for people with disabilities. A mix of a few methods provides variety, overcomes monotony, boredom and energises participants. Training methods, however, need to be selected carefully to match the purpose and objectives of the activity (Nadler & Nadler, 2012). The following is an outline to guide the instructors in selecting the suitable teaching method for their target groups (Nadler & Nadler, 2012; Hamza, 2012; Reynolds, Zupanick, & Dombeck, 2013).

The first method that can be applied when teaching people with disabilities is to break down learning tasks into small steps. In this strategy, one can introduce each learning task at a time, and once a participant has mastered a step, the next step is introduced. Inability to concentrate on the activities for long periods was one of the barriers identified in the findings that hindered the participation. Some participants, for example, indicated that they get easily distracted and could not focus for long. This strategy can, therefore, be effective in overcoming the barrier identified.

The second method that is effective in teaching people with disabilities is to modify the teaching method. Experience has revealed that lengthy verbal directions and abstract lectures are ineffective teaching methods. A lecture conveys a large amount of information and allows exploration of content in more detail. However, participants can be unreceptive. Therefore, the facilitator should be an interesting speaker and able to stick to time.

According to Reynolds, Zupanick and Domberk (2013), most people are kinaesthetic learners, meaning they learn best by performing a task “hands on”. Learners with intellectual disabilities according to these authors perspectives, learn best when information is observed. Demonstrations give participants a model to follow; participants are shown the correct steps for completing a task or are shown an example. Demonstrations are good for learning simple skills and stimulates participants’ interests and may partly overcome language barriers. It is acknowledged that it may be difficult for participants to see well during demonstrations, feedback therefore must follow immediately after practice. A practice session to follow demonstration can be effective. (Hamza, 2012)

The fourth method that can be applied is the use of visual aids. For easy access and delivery, presentation in this day and age are usually in a PowerPoint format. If there is no access to multimedia equipment such as computer and projectors, presentations can be delivered by using flipcharts, posters and real-life examples. Slides and presentations should be used creatively to capture the participants' interest. The material should also be available in large print to accommodate visually impaired learners.

The fifth teaching method that can be utilised is to provide direct and immediate feedback. This enables the learners to make a connection between their behaviour and the teacher's response. According to Reynolds, Zupanick and Domberk (2013), a delay in providing feedback makes it difficult to form a connection between cause and effect. This may result in the learning point being missed.

The sixth teaching method that can be applied is a group discussion. Group discussions keep auditory participants interested and involved; learning can be observed, allows a chance to hear other views. Because group discussions are usually small, introverts can express viewpoints and ideas comfortably. However, few participants may dominate the discussion and time control can be more difficult.

The training of instructors can be acquired through tertiary institutions and FET colleges. To accommodate everyone, training can also be provided through distance learning, internet and by using mobile training units. An experienced person in the field can also guide and provide support regarding knowledge and advice to less experienced support workers.

The findings revealed that there was a shortage of staff and this hindered the participation. The strategy that can be utilised where there is a shortage in staff would be to find additional volunteers to assist people with disabilities with income generating activities. The volunteers could be the same age or cross-age peer tutors. The tutors may be sufficient to help the participant involved and in motivating the peers. The instructor, in this case, can give the peer simple tasks to do with the participants. This will, on the other hand, increase the self-efficacy and perceived competence towards meeting the needs of people with disabilities (Moran & Block, 2010).

### **5.5.2.3 Skills development for people with disabilities**

Apart from knowledge, it is envisaged that learning new skills is the key element of the empowerment process (Cattaneo & Chapman, 2010). This is also included in Zimmerman's (1995) interpersonal component. It is important to note that knowing what to do is not the same thing as knowing how to do it. Kieffer's (1984) further states that learning skills to accomplish the task increases self-efficacy refine skills and promotes action. Research shows that people with disabilities need skills to engage in livelihood activities (WHO, 2010). It is also generally recognised that the development of relevant skills is the key to improving productivity and can open doors to economically and socially rewarding employment (Becker, 1964). Literature suggests that economic empowerment approaches should consider the type of skills that need to be developed, to enable PWDs to partake in economic activities (WHO, 2010). This model focuses on core life skills, vocational life skills, Information and Communication Technology (ICT) skills and media and practical skills.

#### **Core life skills**

Core life skills consist of the attitudes, knowledge and personal attributes necessary to function in the world (WHO, 2010). They include: how to present oneself, how to listen and communicate effectively, how to be a creative thinker and solve problems, personal management and discipline, interpersonal and social skills, the ability to network and work in a team, and lastly work ethics. International Center for Alcohol Policies (ICAP) (2000) defines life skills as "abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. As a continuum of knowledge and skills, core life skills are needed by an individual to function independently in life (Anwar, 2004; Michael, Duarte & Butz, 2001). WHO (2011) state that core life skills are required by everybody but are extremely notable for people with disabilities as they contribute to acquiring self-confidence and developing self-esteem, relating to other people and changing perceptions of oneself and others.

Some of these skills can be acquired through the teaching strategies mentioned above. For example, one can acquire how to listen and communicate effectively as well as work in a team through group discussions. This study findings revealed that time management was not maintained as some participants were wandering around the building during tasks and this broke continuity. Instructors can also overcome this barrier through

timetable and activities that emphasise punctuality (can give them due date for the task) and responsibilities. The staff in the workshop can also be the examples for this in terms of how they present themselves, punctuality and work ethics.

### **Vocational skills**

Vocational skills are needed to meet one's needs and to become independent. These are life skills associated with a particular field of work in the community (Iswari, 2007 in Jaya, Saharuddin *et al.*, 2018).

The current study findings revealed that the participants were not empowered with adequate skills and this adversely affected their IGAs. These included various skills such as tool usage, artistry skills, creativity and colour coordination, as well as the general knowledge necessary to make and produce quality products. Skill according to Jaya and Suhaeb (2018) is a picture of a person's level in mastering a certain motor movement or adherence in performing a task. A person is said to have the skills if he or she has mastered a certain task and able to do it independently with good results.

The strategy that would help in overcoming the above-mentioned barriers would be to provide quality training to people with disabilities. The training will not only help them overcome these barriers but is one of the essential interventions in ensuring their economic and social participation. Training will also help people with disabilities improve their chances of successful employment and self-employment, which is essential.

Training exposure can be one of the primary factors for introducing new ideas to conducting IGAs. Training also provides choices to have money to participate in other activities, provide opportunities for other integrated activities, promote individual growth and increase self-esteem. According to Mitlin (2000), training helps to increase the capacity of the unskilled, improve quality as well as securing higher rates of returns. Cole (2001) states that trained individuals can make better and economic use of material equipment thus reduces waste. Due (1991), also observed in his study in Botswana that those entrepreneurs who had some business experience had higher returns than those without knowledge and support.

People with disabilities can apply their knowledge and skills in the area of vocational equity practice, as well as in other related areas such as education, home and development practice. The researcher has observed that some people with disabilities

are capable of accomplishing most of the tasks given to them; however, one needs to have patience and passion for training them. When training PWDs, specific activities may need to be adapted, and strategies developed to compensate for the impairment. The researcher has observed that two persons with the same disability do not necessarily have the same capabilities and, consequently, it becomes necessary to understand their abilities while developing the strategy.

It was evident from the findings that some PWDs could not use tools such as scissors and crocheting needles. Proper tool usage, which includes the ability to use scissors and other small objects accurately with the fingers, thumb and hand will enable PWDs to produce quality products, which in turn will result in increased income. Refining these fine motor skills, however, takes practice. Various basic training programs, therefore, should be organised before commencing with the actual projects. The training program may include simple activities such as basic tracing patterns or shapes, and cut exercises (shapes or lines) on paper (see table 5.2). Below are tips for implementing the basic tracing patterns.

Table 5.3: Proposed tips for implementing the basic tracing patterns or shapes and cutting

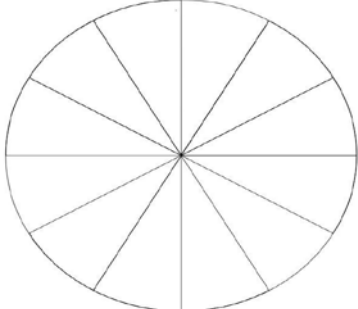
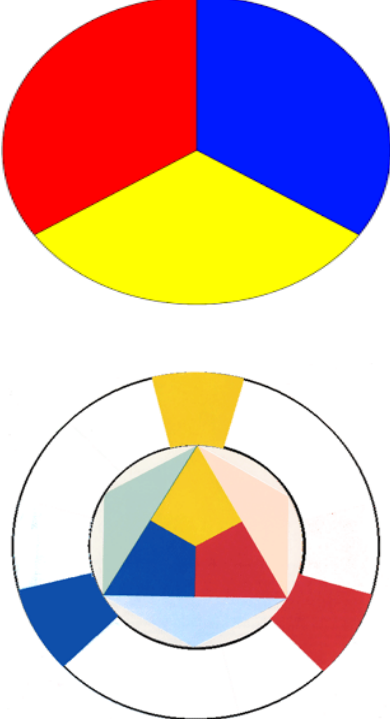
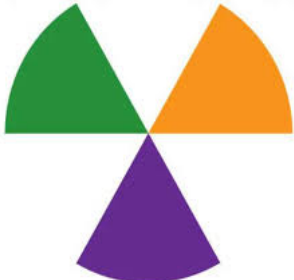
Resources	Tracing activity
<ul style="list-style-type: none"> <li>• Tracing patterns and shapes</li> <li>• Tracing paper</li> <li>• Tracing wheel</li> <li>• Pencils</li> </ul>	<p><b>Instruction:</b> Allow the participants to have ample opportunities to practice. This activity will take various practice, therefore, make plenty of copies and allow the participants to trace various shapes provided.</p> <ol style="list-style-type: none"> <li>1. Start with basic tracing patterns/ shapes so the participant can get comfortable tracing over the lines.</li> <li>2. Observe the participants as they trace and once you see that they are comfortable to proceed with other shapes/patterns.</li> </ol>
<b>Cutting activity</b>	
<ul style="list-style-type: none"> <li>• Papers with lines and shapes</li> <li>• Blunt nose scissors</li> </ul>	<ol style="list-style-type: none"> <li>1. First, give the participants a smaller piece of paper to manage after that proceed by giving them various papers with different lines and shapes.</li> <li>2. Watch the participants as they pick up and manoeuvres the scissors to be sure that they are holding the scissors correctly.</li> </ol> <p>Please note: This activity needs a lot of practice as well, therefore, give the participants the opportunity to practice.</p>

The ideal would be that these skills get developed during basic education, but training programs can aid in this regard. Organisations can also recruit people with skills in local crafts as well as successful local entrepreneurs with disabilities for example to provide training courses. This nevertheless can only be done if the need for the product requires more skilled people. Otherwise, it may overflow the market and might endanger the livelihood of the entrepreneurs.

Creativity and colour coordination was another challenge experienced by the participants. To be able to coordinate colours, the colour wheel could be used as a visual aid to help people understand the principles of colour as well as how colours are produced and how they can be used ( see table 5.4, how to make a colour wheel). It is also a tool that can be used to help create harmonious colour schemes for painting and interior decorating (Slotkis, 2013). Also, the colour wheel creates an orderly progression of colour that helps

people to understand colour balance and harmony. Furthermore, colour is the first element consumers respond to when purchasing the product (Babolhavaeji, Vakilian & Slambolchi, 2015). It is, therefore, imperative to master the combination of colours as consumers will often reject or accept the product because of the colour. The instructors can assist the participants on how to make a colour wheel by breaking it down into primary, secondary and tertiary colours as illustrated in table 5.3.

Table 5.4 : How to make a colour wheel

Method	Illustration
<p>1. Place the provided colour wheel template on the flipchart.</p>	
<p>2. Colour in primary colours in an equilateral triangle.</p>	
<p>The secondary colours are created when mixing primary colours:</p> <ul style="list-style-type: none"> <li>• orange (mix red + yellow)</li> <li>• green (mix yellow + blue)</li> <li>• violet (mix blue + red)</li> </ul>	

3. Place these colours in triangles above the corresponding primary colour combination.

These secondary colours are also known as **complementary colours**.



Tertiary Colours: These colours are created when mixing one secondary and one primary colour. i.e. blue + violet = blue-violet.

The tertiary colours are yellow-orange, red-orange, red-violet, blue-violet, blue-green, and yellow-green.

4. Colour in the tertiary colours in the blank segments between every two colours.



**(Compiled by the author)**

It is suggested that training should also include information and communication technology (ICT) and practical skills. Even though these skills are required by everybody, they are however more important for people with disabilities because they contribute to acquiring self-confidence and developing self-esteem (WHO, 2010). To compensate for the weaknesses of individuals with learning disabilities, it is important to incorporate these skills. The author further state that individuals with learning disabilities learn better if taught in various ways that allow them to use their abilities. Furthermore, these skills can empower and improve the livelihood of people with disabilities.

## **Information and Communication Technology (ICT) skills and media**

It is well recognised that computer usage and Information and Communication Technology (ICT) usage is growing fast. Harrysson, Svensk and Johansson (2004), argue that technology can support increased self-determination and participation in activities in peoples' daily lives. Hendra *et al.* (2018) further state that the use of technology in learning increases, not only as a tool for learning but also as a medium of presentation. Studies by Davis, Stock and Wehmeyer (2002) and Renblad (2003) have demonstrated the importance of ICT in promoting empowerment, increasing social contact and improving quality of life for people with intellectual disabilities

People with disabilities have different characteristics (Jaya, Saharuddin *et al.*, 2018), it is therefore suggested, if possible, the use of media should be linked to their abilities and potential. Media as a teaching tool can influence climate, condition and learning environment. One example of media that can be used for the blind is screen reader software, to convert text into sound, while the hearing impaired can utilize video for learning media.

## **Practical skills**

The term "practical" in Miller's (2004) perspective, is the activity, which involves the students in observing the objects and materials they are studying. The author further state that practical work is widely accepted as a vital component of teaching and learning. It is also an effective way to enhance participants' motivation and extend their knowledge in understanding theories and ideas about the natural world.

Khumalo and Fish (2017) indicate that practical skills should be included in subjects that would allow children who struggle with the academic curriculum to be self-sufficient when leaving school. These include amongst others; woodwork, sewing, cooking, drama and art. These subjects can enhance an education in many ways that the theory cannot and offer long term benefits like: (i) they can make one explore personal expression by creating unique pieces, (ii) encourage creativity, (iii) they are good for hand-eye coordination, and (iv) they can be used in the future to generate income. For example, the participants can do repairs in the house or build furniture (woodwork), draw paintings (art), prepare food and baked products (cooking), make clothes and other related items (sewing) and sell them to the open market and to their community.

For informal education, it is suggested that the organisations can ask assistance from individuals who specialises in these fields, for example, retired teachers, part-time lecturers, cooks, chefs pro bono and students who do community development.

#### **5.5.2.4 Encouraging utilisation of reuse, reduce and recycle**

Education and training, in addition to the above mentioned, can include the use of recycling. We live in an uneconomical world, and we dispose of things that are still useful and bring harm to the environment by depleting our sources. Waste and how it is dealt with is a growing issue across the world with the realisation that the vast majority of the resources that we rely on to sustain our lifestyles are limited.

The findings of the study revealed that there was much material wasted by some of the participants as they lacked the skill to measure the material before cutting. The waste reduction should be viewed as part of the more comprehensive effort to live more sustainably. Emphasis should therefore first be placed on waste reduction and reuse before recycling.

Reduce means to lower the amount of waste produced to save energy, water and money while reuse, refers to using material repeatedly (Garforth & Venter, 2001). Many people discard things that are considered to have lost their usefulness even though they could still be of value to other people. The strategy that will help the organisations to overcome this barrier would be to promote the reuse campaign for example, by introducing boards where people can advertise things they no longer want. This, on the other hand, can be used by PWDs to generate income. Garforth and Venter (2001), point out that recycling can create opportunities for income generation and the alleviation of poverty through job creation.

This can be achieved by encouraging PWDs to utilise recycled material. This will enable them to not only identify and use the resources optimally and in a sustainable manner, but also recognise and use the resources around them for their holistic empowerment and become responsible and informed consumers.

The organisations can start a recycling programme by either making or buying recycling bins and label them carefully. The organisations can request the community members including the individuals in the protective workshop to bring the items to the centre. This will encourage PWDs to be innovative and creative. Table 5.5 below shows possible

items that can be reused, reduced and recycled. For more ideas, instructors or organisations can make use of Pinterest and other relevant websites.

Table 5.5 : Proposed Project ideas from reuse, reduce and recycle

<b>Material and Uses</b>	
<b>Cardboard</b>	
<b>Cardboard boxes</b>	<ul style="list-style-type: none"> <li>• Paint, cover with gift-wrap, decorate with magazine papers and use them as containers.</li> <li>• Can be used as stationery holders.</li> </ul>
<b>Toilet paper rolls</b>	
<b>Clothes</b>	
<b>T- shirt</b>	<ul style="list-style-type: none"> <li>• Can be cut into strips to make scarfs, plaited to make bathmats, cut into shapes to decorate.</li> <li>• Can be converted into handbags/ pencil/ book/ laptop bags, shorts, cushions and duvet covers.</li> <li>• Can be converted into colourful skirts if sewn together</li> </ul>
<b>Old Jeans</b>	
<b>Ties</b>	
<b>Papers</b>	
<b>Magazines, phonebook, newspapers</b>	<ul style="list-style-type: none"> <li>• Paper mache</li> </ul>
<b>Glass</b>	
<b>Bottles and jars</b>	<ul style="list-style-type: none"> <li>• Spray painted in different colours and use them as the flower vases.</li> </ul>
<b>CDs</b>	<ul style="list-style-type: none"> <li>• Can be cut into various shapes to make Mosaic</li> <li>• Use them as chairs</li> </ul>
<b>Old tyres</b>	

(Compiled by the author).

### **5.5.3 Support**

The third component that can empower people with disabilities participating in income-generating activities, is support (similar to helping hand of Moran, Gibbs & Mernini, empowerment model). People with disabilities cannot only be empowered through education and training. Other than the support of the instructors/ teachers mentioned above in the education and training component, it is suggested that support must also be provided from various resources: (1) community-based organisations; (2) financial support and (3) monitoring of projects.

#### ***5.5.3.1 Support from community-based organisation / Inspiring income-generating activities***

There was a consensus that the participants were involved in popular informal income-generating activities of which some were constructed in such a way that there was no prospect for growth, neither was there any useful structure to craft the long-term vision for the projects.

The strategy that can be utilised in this matter would be to do a proper market analysis, before setting up income-generating components. Income-generating activities should be based on the economic environment in which it is embedded and should preferably be built on existing skills, local resources and well-known but productive products in demand. Inspiring income activities based on labour market demand, the ability of people with disabilities and local resources will help improve the income of people with disabilities and can motivate local support. Also, several IGAs should be set up to reduce the risk of failure and of overflowing the demand and to guarantee a flow of income. The activities may include baking, cooking, food preservation, food processing, sewing, craft and art projects, woodworking, ICT, hairdressing and repairing, as suggested by the studied participants. Production of useful items would be advisable. Marketing analysis and application of the four marketing strategies namely, product, price, place and promotion (4 P's) would be beneficial (Schiffman & Kanuk, 2014). The government, as well as the NGO's, can facilitate the marketing of the products by either finding marketing opportunities for the products and or by helping PWDs to find marketing opportunities.

There was also a consensus in the study that lack of motivation inhibited people with disabilities from participating. Motivation programs by government organisations and non-government organisations can change attitudes that people with disabilities have towards IGAs in the long run.

Broadcasting through mass media may also help to develop a positive image of PWDs in participation in IGAs. Social gatherings among PWDs from different local protective workshops may also help people with disabilities to express and share their ideas and personal experiences. These meetings may also strengthen existing networks, which will in turn, motivate and encourage people with disabilities to participate in IGAs. The researcher believes that protective workshops deserve such types of programs for motivating people at root levels, which bring success in income generation and poverty alleviation and boosting the individuals' self-esteem.

#### **5.5.3.2 Financial support**

The current study findings reported the lack of funds as prime inhibitor for participation in income-generating activities to flourish, which was also frequently mentioned in various other studies. The ability of people to generate funds and resources that will assist the income-generating activities are extremely important. The income that PWDs received from the IGAs was not satisfactory as the majority of them had more needs. Development of business and management skills to enable them to allocate funds for new material before spending the income in other ways is essential. The participants should also be educated about the value of savings. This will assist in reducing vulnerability, and also facilitate financial independence, for instance, start your own small business and do not solely rely on the disability grant. Savings can also provide a safety net for an emergency such as medical expenses (Swart, 2012).

The participants can be advised to create funds by putting their savings together as a group. This will enable them to reinforce their capital. This should be carefully facilitated in detail by a financial advisor or through financial awareness campaigns and managed transparently. The organisation and community can also have a market day as part of fundraising.

Lastly, support such as the supply of raw material from sponsors as well as government departments can be provided. This will be helpful and increase the income of people with disabilities.

### **5.5.3.3 *Monitoring and evaluation of projects***

To monitor, means to check the progress of the activities as well as to assist in the identification and solving of problems. Monitoring is vital as it measures progress against establishing a schedule and ensures quality, delivery and success of projects (Loughhead & Rakodi, 2002).

The findings of the study revealed the lack of monitoring as one of the challenges that inhibited the participation of income-generating activities. The model, therefore, proposes that protective workshops should have monitoring systems that will allow staff to frequently assess the quality of the products as well as the progress and challenges faced by participants during program implementation. A part of monitoring should be feedback about where the participants have done well and point out where they need to improve.

### **5.5.4 Participation**

Participation is the process of people contributing to decisions that affect their lives and communities (Checkoway & Gutierrez, 2006; Hart, 1992). There was a consensus among some of the participants that they were not involved in decision making. At this stage, the participants would have been self-empowered and gained knowledge and skills through the training. Various options should be given to everyone and should not be based on preconceived ideas of what the individual is capable of doing. Every person is different and therefore should be allowed to test their capabilities, interest, talents and limitations.

People with disabilities should be introduced to a range of skills first, including the ones that they have been exposed to. They should also be guided and allowed in decision-making regarding their choice. This will help to assess the area of the vocational stream, which is best suited to the capacities, interests, needs, and expectations of the participants. Through being included in decision-making, people with disabilities will also have an opportunity to share their ideas and concerns related to disability issues. Being involved in decision-making will improve their self-esteem and lead to a positive attitude. The value of guidance and advice from the experienced project leaders in this decision-making process should on the other hand not be underestimated.

## **5.6 CONCLUSION**

The empowerment model framework developed from the findings, has been presented and conceptualised by the author to address some of the barriers that people with disabilities face when participating in a protective workshop. This model was built on prior work of empowerment theory and empowerment model in identifying the main components of the empowerment process. It contained four elements; personal empowerment; education and training, support and participation. This framework not only has the potential to increase participation but to empower individuals with disabilities, instructors and organisations. However, additional work needs to be done to test the effectiveness of the empowerment model. It also needs to be validated by people with disabilities. Funds also need to be allocated to realise the empowerment model.

## CHAPTER 6: CONCLUSION, LIMITATIONS OF THIS STUDY AND RECOMMENDATIONS

### 6.1 INTRODUCTION

This final chapter of this study provides a conclusion of the most significant findings. The limitations associated with this study are discussed, and recommendations for future research are provided in relation to the experiences and perceptions of people with disabilities participating in income-generating activities in a protective workshop. The aim of the study was to design an empowerment model that can enhance the participation of people with disabilities in income-generating activities.

### 6.2 SUMMARY OF THE FINDINGS

The study was successful in attaining the objectives stated in chapter one.

***OBJECTIVE 1: To determine the socio-economic status of people with disabilities who participate in income-generating activities***

The dominant part of the participants indicated that they never concerned themselves with finding a job mainly because of their disability and low grades and therefore, received the disability grant of R1600 from Sassa.

The findings revealed that the main source of income for the majority of the participants was the disability grant and or combined old age grant of their grandparents. Some of the participants indicated that the children's grant (own children, siblings or cousins) served as an additional income. Other participants that resided with their employed family members indicated that their primary source of income in their household was their family member's income. Other than the grant the participants received, they also used to receive a monthly stipend from the income-generating activities which helped them to buy basic needs at home and for entertainment. The participants revealed that they were no longer receiving the income from the income-generating activities due to lack of funds and production of products. Some of the participants indicated that the sources of income they were receiving was not enough to meet their basic needs. In some cases, they needed to support the family on their disability grant.

The researcher can conclude that even though the participants are involved in income-generating activities, they are still dependent upon government disability grant and family member's compassion to sustain their livelihoods. The fact that most of the participants needed extra income indicates they are in need of the income generated from their projects. The conclusion that is drawn from these findings is that effort should be made to assist people with disabilities to increase their income to improve their standard of living.

The study showed that the participants lived in various disadvantaged communities of Mangaung, Bloemfontein, with their family members, in formal medium-sized houses. The findings also revealed that the majority of the participants, had access to basic services. There were however also participants who reported not to have access to flush toilet and piped water in their yards that they still have the lower level of access to these services. The conclusion that is drawn from these findings is that South African government provision of basic services to the disadvantaged household is improving, however, immediate attention is required to meet the basic needs of some of the people with disabilities.

***OBJECTIVE 2: To profile the types of disabilities the participants, have.***

Participants in this study were females and males, from age 22 to 52 years and were all single and lived with their parents or other family members. This indicates that people with disabilities do not live independent lives but rather remain dependents in their family of origin. Thirty-eight (38) percent of the participants spoke Sesotho which is the leading African language spoken in the Free State Province, followed by twenty-two (22) percent who spoke isiXhosa, seventeen (17) percent who spoke Afrikaans and eleven (11) percent spoke Setswana. The study shows that the participants had lower education achievement due to their disabilities. The highest level of education that one of the participants reported having completed was grade eleven. The findings also revealed that the participants suffered from various disabilities such as mental, physical, learning, intellectual and multiple impairments. There were, however, few participants using assistive devices.

***OBJECTIVE 3: To assess the types of disability, skills and income-generating activities allocated to the participants.***

The findings revealed that the target group are involved in popular informal traditional income-generating activities that do not have the prospect for growth and are not empowered enough with skills to sustain their livelihood as well as to enter the competitive labour market due to the barriers experiencing. These activities are perceived as being old-fashioned. The skills that the participants had to partake in these activities were mostly acquired informally from the co-workers which were not formally trained either. From this, it is concluded that it is essential to select various activities that will provide the participants with a regular income and to suit different disability types and interest. In this regard, it is acknowledged that people with disabilities need to be formally trained and supported in income-generating activities so they can improve their chances to be included in a competitive market.

***OBJECTIVE 4: To investigate the challenges that people with disabilities experience with regard to income-generating activities.***

The participants experienced several barriers that limited their participation in income generating activities. These barriers included the ability to use working tools, lack of artistry skills and lack of creativity. It can be noted that these challenges are aggravated by lack of formal basic education and training from early childhood.

The barriers such as quality of material used, activities that are not challenging, and lack of professional assistance are considered to be due to lack of funds, which in turn is due to lack of external support.

The other challenges experienced by some of the participants were the inability to concentrate on activities due to short concentration span and boredom, as well as the ability to start the activities without assistance. The challenge of being excluded in decision-making may be linked to language barrier to communication as well as the misconception that people with disabilities cannot contribute to anything. It is therefore confirmed that despite government schemes and programmes people with disabilities participating in income-generating activities still experience institutional, attitudinal and physical barriers as viewed by the social model. These barriers were found to be consistent with previous research findings. Focus, therefore, must be placed on

empowering people with disabilities involved in protective workshops with literacy and skills to become economically active in the competitive labour market.

***OBJECTIVE 5: To explore the effect of the income-generating activities, on the lives of people with disabilities.***

The findings revealed that the participants benefited in various ways from their involvement in the workshop despite the challenges they were experiencing. Some participants mentioned the benefit of meeting friends, as well as influential people who encouraged them to go back to school, and independence. Other participants' experienced personal growth as their skills and knowledge were enhanced, compared to when they started. They also felt empowered because they could work on their own. Purpose, safety from the dangers of the township and social isolation were also noted as other benefits of their involvement in income generating activities. Lastly, the participants' problem-solving skills were also developed as they could resolve some of the challenges experienced. These relationships also contributed to the reasons why the participants remained in the workshop. The conclusion drawn from this is that people with disabilities want to be able to experience life in the same way that the rest of the community does, and their involvement in the protective workshop has added positive value to their lives.

***OBJECTIVE 6: To determine the types of skills, the participants would like to acquire.***

The participants expressed the desire to improve their existing skills because they believe that improving existing skills will enable them to produce more products which in turn will result in sustained income and make their dream come true. The participants also highlighted sewing, entrepreneurship and cooking as skills they would like to develop because they believe the provision of such skills will open more opportunities for them.

***OBJECTIVE 7: Develop an empowerment model that can enhance the participation of people with disabilities in the income -generating activities in the protective workshop***

The empowerment model framework was developed from the findings, has been presented and conceptualised by the author to address some of the barriers that people with disabilities face when participating in a protective workshop. It contained four elements; personal empowerment; education and training, support and participation.

### **6.3 LIMITATIONS OF THE STUDY**

According to Patton (2002), limitations are inherent to all research studies and include characteristics of design and methodology that influence the application and interpretation of the findings. Various factors that may have influenced the findings of this study are recognised and conversed.

- Firstly, this study took place in only one protective workshop. Data from various protective workshops would have been more feasible to determine the validity of these findings.
- Secondly, the sample size does not allow for the generalisation of the results although data was collected until saturation was reached. These research findings can, therefore not be applied to all people with disabilities involved in income-generating workshops.
- The key informants in policy should have been considered and would have added valuable information towards the study.
- Lastly, the benefits of the use of the interview could be considered as a limitation, as it was difficult for some of the participants to express their views. However, observations overcame that challenge. Triangulation of methods were used to address the possibility of researcher bias.

### **6.4 RECOMMENDATIONS AND FUTURE RESEARCH**

The following recommendations should be considered in the efforts to sustain income-generating projects for people with disabilities.

There is a need for good basic education to ensure follow-through with skills and employment.

Improved existing training programs, which accommodate the needs and challenges of people with disabilities, are highly required, because trainings can lead to better outcomes, and improved output concerning quality.

Translating services should also be part of the training team. People with disabilities should be empowered with skills so that they can be enabled to plan and implement activities of the project according to the schedule.

The facilitators should frequently monitor and evaluate the work of the participants and provide progress in the organisation of the activities. It is also suggested that the standard level of the products produced should be high enough to meet the needs of the community.

It is further suggested that the labour market need to be informed about the potential, capabilities and possibilities of PWDs to reduce the doubts about their performance.

It is also suggested that the government should improve funding for income-generating activities and that funders of income-generating projects should also form part of the future research study.

Lastly, additional work needs to be done to test the effectiveness of the empowerment model. It also needs to be validated within people with disabilities.

There are few directions for future research. First, due to the limited scope of this study, people with communication and hearing impairments were not included, yet they are an essential part of the disability sector, a follow-up study should, therefore, be done. Secondly, longer- term follow- up would be beneficial to see any challenges people with disabilities in a protective workshop may encounter.

## **6.5 CONCLUSION**

Just like non-people with disabilities, people with disabilities also desire to be productive so they can fulfil their goals. Moreover, people with disabilities need to be motivated in one way or the other so that they can develop a sense of project ownership and work hard for the success of their projects. Likewise, people with disabilities have great potential, abilities and interests, and with appropriate opportunities and financial resources they could provide for themselves, help alleviate poverty, contribute to their development as well as to the development of the society. It is hoped that the proposed empowerment model presented in this study will contribute to improving the quality of life of people with disabilities.

History has witnessed that there is the ability in disability. This is indicated amongst other successful people with disabilities by the founder and executive director of Motsako Office System, Sebenzile Matsebula. She was diagnosed with polio at age 10 and later became paraplegic. Sebenzile has proven that if you had the ambition and prepared to work exceptionally hard and show everyone that you are the entrepreneur and successful at what you do then disability is not a barrier to success.

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## APPENDIX A

### REQUEST FOR PERMISSION TO CONDUCT RESEARCH IN YOUR INSTITUTION.

**Mr. Gerhard Greyling**

**Kopano Workshop – Association for Physically Disabled Free state**

**Kopano Protective Workshop for Physical People with disabilities**

**051-4302883/ 0826215756**

**kopano@apdfreestate.co.za**

Dear Mr. Gerhard Greyling

My name is Nokuthula Tinta, and I am a Ph.D. student at the University of Free State in Bloemfontein. My research interest is in the area of Community Development with a specific focus on developing an empowerment model for people with disabilities participating in income generating activities in a protective workshop. The objectives of the research I wish to conduct are:

- To determine the socio-economic status of people with disabilities who participate in income-generating activities.
- To profile the types of disabilities the participants, have.
- To assess the skills and income-generating activities allocated to the participants.
- To investigate the challenges that people with disabilities experience with regard to income-generating activities.
- To explore the effect of the income-generating activities, on the lives of the people with disabilities.
- To determine the types of skills, the participants would like to acquire

I hereby request permission to conduct my research at your institution and to interview the people involved regarding this. The participants will not encounter any potential risk or discomfort and all responses will remain confidential and anonymous. The

participation will strictly be voluntary and participants may refuse to participate at any time.

The study will entail a semi-structured face to face interview schedule, which will take approximately 45 minutes to complete. The interviews will be conducted with the participants preferred language, at a mutually agreed venue where potential participants will feel safe and secure. This project will be conducted under the supervision of Professor H.J Steyn (UFS, South Africa). Upon completion of the study, I undertake to provide the institution with a bound copy of the full research report.

Thanking you in anticipation for your positive response in this request.

If you require any further information, please do not hesitate to contact me on:

**Researcher-** Nokuthula Tinta

Email: [tintan@ufs.ac.za](mailto:tintan@ufs.ac.za)

Tel: 051 401 2728

Cell: 0823889663

**Supervisor-** Prof H.J.H Steyn

Email: [steynhj@ufs.ac.za](mailto:steynhj@ufs.ac.za)

Tel: 051 401 23204

## APPENDIX B

### **Empowerment model for people with disabilities participating in income-generating activities: A case of a specific protective workshop in Bloemfontein.**

Principal Investigator: Ms. Nokuthula Tinta

Phone number(s) : 051-4012728 /0823889663

#### **INFORMED CONSENT:**

Dear Participant

I would like to invite you to participate in a study that I will be conducting. The title of the research is: **Empowerment model for people with disabilities participating in income-generating activities: A case of a specific protective workshop in Bloemfontein.**

The aim of the study is to design an empowerment model that can enhance the participation of people with disabilities in income- generating activities. The study also aims to explore the experiences and perceptions of people with disabilities working in a specific protective workshop towards income- generating activities.

#### **The objectives of this study are:**

- To determine the socio-economic status of people with disabilities who participate in income-generating activities.
- To profile the types of disabilities the participants, have.
- To assess the type of skills and income-generating activities allocated to the participants.
- To investigate the challenges that people with disabilities experience with regard to income-generating activities.
- To explore the effect of income-generating activities, on the lives of the people with disabilities.
- To determine the types of skills, the participants would like to achieve.
- To develop an empowerment model that can enhance the participation of people with disabilities in the income generating activities in the workshop

You are regarded as the key informant based on your first-hand experience of the central phenomenon. You will, therefore, be able to purposefully inform an understanding of the research problem of the study. All steps will be taken to uphold confidentiality during this study.

Interviews will take approximately 45 minutes to complete, utilizing prepared open-ended questions. The interviews will be conducted at a mutually agreed venue where you as a potential participant will feel safe and secure.

Your participation is entirely voluntary, and you are under no obligation to participate in this study. You will not suffer any consequences or loss for choosing not to participate.

Participants will not be rewarded for participating. It is also your right to withdraw at any time with no repercussions.

Yours Sincerely

.....



# APPENDIX C



## Third party confidentiality agreement

**Title:** Title: 'Empowerment model for people with disabilities participating in income generating activities: A case of a specific protective workshop in Bloemfontein.

**Researcher:** Ms. Nokuthula Tinta

**Institution:** University of the Free State, Bloemfontein.

Thank you for agreeing to provide translation or interpreting services to enable participants to contribute to this study. By signing this document, I agree that all information provided by research participants will be treated as private and confidential. I will not discuss the contents of interviews or focus group discussion with anyone that was not present at those interviews or discussions.

**Third party name:**.....

**Signed at**.....on .....of .....2016

**Signature:**.....

**Researcher:** Nokuthula Tinta

**Signed at**.....on.....of.....2016

**Signature:**.....

# APPENDIX D



## RECRUITMENT FORM FOR FACE TO FACE SEMI -STRUCTURED INTERVIEWS

	Participant Name	Date Approached	Interview arranged (date & time)
1.			
2.			
3.			
4.			
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11			
12			
13			
14			
15			
16			
17			
18			

Compiled by the author

# APPENDIX E

## OBSERVATIONAL PROTOCOL

<b>Date:</b>	<b>Time:</b>	<b>Place:</b>
--------------	--------------	---------------

Observation	Notes
<b>1. Projects</b>	
<b>1.1.1 Knitting</b>	
<b>1.1.2 Beading</b>	
<b>1.1.3 Tapestry</b>	
<b>1.1.4 Sewing</b>	
<b>2. Skills</b>	
<b>2.1.1 Tool Compliancy</b> (usage of tools and barriers experiencing)	
<b>2.1.2 Creativity</b> (use of colours and ability to follow the pattern)	
<b>2.1.3 Measuring and Cutting</b>	
<b>2.1.4 Time management</b>	
<b>3. Relevancy of the products to the market</b>	
<b>3.1.1. Appearance</b>	
<b>3.1.2 Quality</b>	
<b>4. Any other relevant observation not mentioned below</b>	

Compiled by the author

- 1. Personal Comments** [ Problems, ideas, thoughts, feelings, and impressions]

## APPENDIX F

**Researcher:** Miss.Nokuthula Tinta Consumer Science Department, University of Free State.

**Supervisor:** Prof H.J.H Steyn Consumer Science Department. The University of Free State.

**Assistant:** Miss. Nthabiseng Lekotjie, Consumer Science Department. The University of Free State.

### PROCEDURE: OPENING

- Welcome: introduce the researcher and the assistant and welcome and thank the participant [Shake hands].
- You have been selected because of your valuable knowledge and insight regarding this.
- You are requested to take part in an interview discussion which will last approximately 45 minutes.
- There is no compensation for responding nor is there any known risk.
- If you choose to participate in this project, please answer all questions as honestly as possible. Participation is strictly voluntary and you may refuse to participate at any time.
- Your identity will be kept anonymous, and the information you provide will be confidential. With your permission, a tape recorder will be used as well.

<b>Date:</b>	<b>Time:</b>	<b>Place:</b>
<b>Interviewee:</b> .....		
<b>Interviewer:</b> .....		

## INTERVIEW QUESTIONS

### 1. Profile of the participants

#### 1.1 Demographic information

- Gender :Mark with X

Male	Female
------	--------

- How old are you?
- What is your race?
- What is your marital status?
- Do you have kids?  
**Prompt:** How many?
- What is your home language?
- What is the highest level of education you attained?

#### 1.2 Nature of disability

- What type of disability are you diagnosed with?
- What caused your disability?
- Do you use an assistive device?  
**Prompt:** The assistive device using if not visible
- Which activities are you unable to do on your own?

#### 1.3 Socio- economic status

##### Employment

- Have you ever been employed?  
**Prompt:** Explore the reasons for unemployment

##### Income

- What is your current source of income?

- Would you say this is enough to take care of your basic needs?

**Prompt:** Explore the reasons

- What is the main source of income in your household?
- What other sources of income do you receive?

#### 1.4 Living conditions

##### Family composition [Type and Size]

- Tell me about your family
- Whom do you live with?
- How many people do you live with?

##### Housing

- Where do you live?
- Is the house you live in rented/ owned or inherited?
- How many rooms does the house you live in have?

#### 1.5 Access to basic needs and health

- Do you have access to the flush toilet, piped water, own refuse bin?  
**Prompts:** If NO explore the reasons. Where are these located?
- What do you use for lighting and cooking?

## 2. Experiences with income-generating activities

### 2.1 Duration and Expectations

- When did you arrive at this workshop? Year?
- What were you hoping to learn and do when you joined the workshop?

### 2.2 Types of Income-generating activities/ skills and potential

- What type of Income-generating activity are you involved in?
- What type of skills do you have?  
**Prompts:** Where did you acquire the skills? Were they formal or informal?

### 2.3 Access of the products to the market

- What do you do with the products after completing making them?

- Would you say your products have the potential to be sold in the market?

**Prompt:** Explore the reasons

- Who buys your products? (target market)
- How much do you charge for your product?

#### **2.4 Challenges experiencing with IGAs**

- What challenges have you encountered with your IGAs?
- How have you overcome the challenges you are facing?

### **3. Impact of income-generating activities**

- What do you like the most about attending the workshop?
- How has attending the workshop helped you?

### **4. Vocational skills**

- Is there anything you would you like to improve about the projects?  
**Prompt:** Explore what they like?
- What would you like to learn from the workshop?

**Compiled by the author**

## APPENDIX G

**TABLE 3.1: SUMMARY OF DEMOGRAPHIC CHARACTERISTICS OF ALL PERSONS WITH DISABILITIES IN A PROTECTIVE WORKSHOP**

Participant	Gender	Age	Home Language	Racial group	Educational background	Type of disability	Marital Status	Length of time in the workshop	Area	Type of Income-generating activity
1	Male	19	Sotho	Black	Grade 9	Physical	Single	4 months	Kayelitsha	Beading
2	Female	18	Sotho	Black	Grade 9	Physical	Single	4 months	Heidedal	Beading
3	Female	22	Afrikaans	Coloured	Grade 9	Physical	Single	1 year, 4 months	Heidedal	Beading
4	Female	49	Tswana	Black	Grade 5	Hearing	Single	9 years 4 months	Turflart	Beading
5	Female	32	Tswana	Black	Grade 5	Hearing	Single	10 years 4 months	Phase 2	Knitting
6	Male	44	Sotho	Black	No schooling	Self-care & Remembering	Single	Can't remember	Rocklands	Beading
7	Male	19	Sotho	Black	Grade 5	Epilepsy	Single	5 Months	Namibia	Beading
8	Female	24	Sotho	Black	Grade 9	Physical & self-care	Single	4 Years	Rocklands	Beading
9	Female	42	Sotho	Black	Grade 5	Physical & remembering	Single	Can't remember	Botshabelo	Beading
10	Female	19	Sotho	Black	Grade 9	Remembering	Single	1 month	Turflart	Sewing
11	Male	43	Tswana	Black	Grade 9	Physical	Single	23 years	Botshabelo	Beading
12	Female	42	Sotho	Black	No schooling	Hearing, self-care & remembering	Single	Can't remember	Rocklands	Sewing

13	Female	19	Sotho	Black	unknown	Remembering	Single	Can't remember	Namibia	Beading
14	Female	46	Xhosa	Black	No schooling	Remembering/ communication	Single	17 years 4 months	Rocklands	Beading
15	Male	33	Zulu	Black	Grade 9	Mental/ epilepsy	Single	Cant remember	Bloemanda	Beading
16	Female	40	Sotho	Black	unknown	Mental/epilepsy	Single	1 year	Phase 2	Beading
17	Male	39	Sotho	Black	Grade 5	Mental	Married	4 months	Chris Hani	Sewing
18	Male	23	Sotho	Black	Craft School	Physical and remembering	Single	1 year	Rocklands	Beading
19	Female	-	Sotho	Black	unknown	Mental	Single	Can't remember	Rocklands	Beading
20	Male	-	Sotho	Black	unknown	Remembering	Single	Can't remember	Tsoai	Beading
21	Female	20	Sotho	Black	Grade 6	Physical	Single	4 years	Phase 6	Sewing
22	Male	28	Xhosa	Black	Grade 5	Physical	Single	11 years	Sports	Sewing
23	Male	34	Sotho	Black	Grade 8	Physical/ Polio	Single	5 years	Freedom square	Beading
24	Female	unknown	Sotho	Black	unknown	Hearing and remembering	Single	Can't remember	Can't remember	Beading
25	Male	38	Sotho	Black	Grade 7	Mental	Single	10 years	Rocklands	Beading
26	Male	18	Sotho	Black	Grade 8	Physical	Single	5 Months	Namibia	Beading
27	Male	20	Sotho	Black	Grade 8	Mental	Single	3 Months	Pupeng	Beading
28	Female	19	Sotho	Black	Grade 9	Physical	Single	4 Months	Freedom	Beading
29	Female	18	Xhosa	Black	Grade 8	Physical	Single	3 Months	Freedom	Beading

30	Male	24	Xhosa	Black	Grade 8	Mental	Single	6 Years	Oakland	Beading
31	Male	34	Sotho	Black	Grade 8	Physical	Single	10 years	Kuthlong	Beading
32	Male	18	Sotho	Black	Grade 8	Mental	Single	5 Months	Katenia Park	Beading
33	Male	18	Afrikaans	Coloured	Grade 9	Physical	Single	1 year	Heidedal	Beading
34	Male	28	Xhosa	Black	Grade 7	Communication	Single	1 year	Phase 4	Beading
35	Female	46	Afrikaans	Coloured	Grade 9	Physical and mental	Single	8 years	Heidedal	Knitting
36	Female	26	Afrikaans	Coloured	Grade 8	Physical	Single	4 years	Heidedal	Knitting
37	Female	29	Sotho	Black	Grade 8	Mental	Single	5 years	Freedom	Knitting
38	Female	44	Xhosa	Black	No schooling	Physical	Single	9 years	Freedom	Tapestry
39	Female	36	Ndebele	Black	Grade 7	Mental	Single	20 years	Mafura	Knitting
40	Female	52	Xhosa	Black	Grade 2	Mental	Single	Can't remember	Mafura	Knitting
41	Female	24	Xhosa	Black	Grade 7	Physical	Single	Can't remember	Freedom	Beading
42	Female	22	Afrikaans	Coloured	Grade 9	Physical	Single	4 years	Heidedal	Knitting
43	Male	24	Sotho	Black	Grade 7	Physical	Single	3 years	Grassland	Assistant
44	Male	27	Sotho	Black	Grade 11	Learning	Single	3 years	Rocklands	Sewing
45	Male	20	Tswana	Black	Grade 9	Physical	Single	2 years	Freedom	Beading
46	Male	22	Sotho	Black	Grade 9	Physical	Single	3 years	Rocklands	Beading
47	Female	44	Xhosa	Black	No schooling	Communication	Single	Cant remember	Mafura	Knitting

<b>48</b>	Female	38	Sotho	Black	Grade 7	Physical	Single	20 years	Freedom	Tapestry
<b>49</b>	Male	46	Sotho	Black	Grade 7	Physical	Single	10 years	Freedom	Assistant
<b>50</b>	Male	70	Sotho	Black	No schooling	Physical	Widow	12 years	Mafura	Beading
<b>51</b>	Male	25	Zulu	Black	Grade 9	Mental	Single	6 years	Freedom	Beading
<b>52</b>	Male	36	Tswana	Black	Grade 7	Mental	Single	8 years	Rocklands	Beading
<b>53</b>	Male	24	Xhosa	Black	Grade 9	Physical	Single	6 years	Freedom	Beading
<b>54</b>	Female	43	Sotho	Black	No schooling	Mental	Single	9 years	Mafura	Tapestry

## APPENDIX H

22-Nov-2016

Dear Ms Nokuthula Tinta

Ethics Clearance: **'Empowerment model for people with disabilities participating in income generating activities: A case of a specific protective workshop in Bloemfontein**

Principal Investigator: **Ms Nokuthula Tinta**

Department: **Consumer Science (Bloemfontein Campus)**

### APPLICATION APPROVED

This letter confirms that a research proposal with tracking number: **UFS-HSD2016/1436** and title: **'Empowering people with disabilities through skills development to participate in the competitive labour market.'** was given ethical clearance by the Ethics Committee.

Your ethical clearance number, to be used in all correspondence is: **UFS-HSD2016/1436**

Please ensure that the Ethics Committee is notified should any substantive change(s) be made, for whatever reason, during the research process. This includes changes in investigators. Please also ensure that a brief report is submitted to the Ethics Committee on completion of the research.

The purpose of this report is to indicate whether or not the research was conducted successfully, if any aspects could not be completed, or if any problems arose that the Ethics Committee should be aware of.

#### Note:

1. This clearance is valid from the date on this letter to the time of completion of data generation.
2. Progress reports should be submitted annually unless otherwise specified.

Yours Sincerely



Prof. RR (Robert) Bragg

Chairperson: Ethics Committee

Faculty of Natural and Agricultural Sciences

