Appendices
### Screening Questionnaire

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Names:</td>
<td></td>
</tr>
<tr>
<td>Name of head of household:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Age (Years)</td>
<td>7-26</td>
</tr>
<tr>
<td>2. Sex (Male = 1, Female = 2)</td>
<td>27-36</td>
</tr>
<tr>
<td>3. Position in the family (See codes)</td>
<td>37-46</td>
</tr>
<tr>
<td>4. Level of education (See codes)</td>
<td>47-56</td>
</tr>
<tr>
<td>5. Can see?</td>
<td>57-66</td>
</tr>
<tr>
<td>6. Can hear?</td>
<td>67-76</td>
</tr>
<tr>
<td>7. Can speak?</td>
<td>77-86</td>
</tr>
<tr>
<td>8. Can feel his/her body?</td>
<td>Left arm 87-96</td>
</tr>
<tr>
<td></td>
<td>Right arm 97-106</td>
</tr>
<tr>
<td></td>
<td>Left leg 107-116</td>
</tr>
<tr>
<td></td>
<td>Right leg 117-126</td>
</tr>
<tr>
<td>9. Can move his/her limbs?</td>
<td>Left arm 127-136</td>
</tr>
<tr>
<td></td>
<td>Right arm 137-146</td>
</tr>
<tr>
<td></td>
<td>Left leg 147-156</td>
</tr>
<tr>
<td></td>
<td>Right leg 157-166</td>
</tr>
<tr>
<td>10. Can use his/her hands?</td>
<td>Left hand 167-176</td>
</tr>
<tr>
<td></td>
<td>Right hand 177-186</td>
</tr>
<tr>
<td>12. Does have good breathing?</td>
<td>(Yes=1, No=2) 197-206</td>
</tr>
<tr>
<td>13. Does have a problem with his/her body or mind, which we have not discussed yet?</td>
<td>Specify 207-216</td>
</tr>
</tbody>
</table>
Appendices

Appendix I  Questionnaire Phase I

CSIR – University of Pretoria
Disability Survey – 2000

Mnininzi Obekekileyo
Sileliqumru lingentla sicelwe luluntu lwenu ukuba sincedise kwindawo yenu kwicala laba Khubazekileyo.
U CSIR ne University yase Pretoria unqwenela ukuba khe sigoondisisane Sibonisignye ngabantu abakhubazekileyo Kuluuntu ngokubanzi.
Kwindibaniselwano yethu nabantu abakhubaze Kileyo, Intsapo zabo noluntu lonke sinqwenela ukwakha indlela esiyakubaphuhlisa ngayo. Ukuze sikwazi ukubonisana nani sinqwenela ukwazi ababantu abakhubazekileyo nendawo abahlala kuzo.
A kunnyanelelana ukuba uthathe inxaxheba ku kule mfunalwazi xa ungaboni nyato. Kodwa uncedo lwakho lingu kungabaza kuwe.
Imfunalwazi engu:-----------------------------iza kubuza imbuzo ngaye wonke umtu omdala apha ekaya ukusuka kwibukaya kwi 40 yeminyaka ubudala emva kwalendibono abantu abakhubazekileyo baza kutyelewa emakaya ukusa kubonisana Naboi.
Uyabulelwa Kakhulu ngenxaxheba yabo.

Codes

<table>
<thead>
<tr>
<th>Question 3:</th>
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<tbody>
<tr>
<td>Father</td>
</tr>
<tr>
<td>Mother</td>
</tr>
<tr>
<td>Grandfather</td>
</tr>
<tr>
<td>Grandmother</td>
</tr>
<tr>
<td>Child</td>
</tr>
<tr>
<td>Other</td>
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<table>
<thead>
<tr>
<th>Question 4:</th>
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<tbody>
<tr>
<td>None</td>
</tr>
<tr>
<td>Prim. School</td>
</tr>
<tr>
<td>Sec. School</td>
</tr>
<tr>
<td>Tert. Educ. A</td>
</tr>
<tr>
<td>Tert. Educ. T</td>
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<table>
<thead>
<tr>
<th>Question 5 – 11:</th>
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<tbody>
<tr>
<td>Well</td>
</tr>
<tr>
<td>With difficulty</td>
</tr>
<tr>
<td>No</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Question 13:</th>
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<tbody>
<tr>
<td>Psych</td>
</tr>
<tr>
<td>Cogn</td>
</tr>
<tr>
<td>Phys</td>
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<tr>
<td>None</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
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</table>

Date: ______________________

Name of interviewer: ______________________

Village/Zone: ______________________

Household No: ______________________
Appendix II Disability Survey Training

Workshop – March 2000
Disability survey training
Lubisi – Tsilitwa

What is disability
Concepts of wellness – illness – disability/handicap
ICIDH
Differentiate between wellness - illness – disability

Research
Purpose – methodology – this study

Interview
Making contact – interview style/introduction to closure

Content of this survey:
■ Background
■ Purpose
■ Information

Questionnaire

How to fill in form
Head of the household: Who qualifies as head of the household
Age: 16 – 40 year old adults
Sex: Code
Position in the family: Reason/discuss other
Level of education: Code/discuss possible answers and recording
Vision: Well – like other people, far and near, ca carry out
daily activities without problems
With difficulty – one eye, central/peripheral vision,
hemi-anopia, blurring, double vision, only in very
good light, distance problems
No – none, not functional, only distinguish
shapes/light and dark
Hearing: Well – both ears, functional
With difficulty – one ear, “hard of hearing”, ringing
sound
No – none, not functional
Speech: Well – fluent, production aspects
With difficulty – mild aphasias/apraxia, stutter,
volume
No – none, severe aphasia, not functional
Sensation: Variety, intensity, body parts
Well – all modalities, discrimination
With difficulty – lacking one or more modalities,
poor discrimination, hypo/hyper sensitive
No – none

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Movement: Well – all joints/muscle groups, control/co-ordination (quality/speed/accuracy)
With difficulty – one or more joints/muscles affected, co-ordination problems, low endurance, apraxia
No – none

Hand function: Well – all grasps, co-ordination, skill
With difficulty – problems with one or more grasps, co-ordination
No – none, not functional

Gait: Well – normal pattern, balance, co-ordination, different surfaces, steps, distance
With difficulty – abnormal pattern, poor balance (external support), only smooth surfaces, poor endurance
No – none (wheelchair), not functional

Cardio-vascular: Yes – normal activity for age group without becoming out of breath (endurance/fitness level)
No – easily out of breath (endurance/fitness level), asthma, hart problems

Other: Psychiatric – mad and synonyms, thought process/mood disturbances, substance abuse
Cognitive – level of awareness, IQ, attention, memory, higher cognitive functions - not literacy
Physical – skin problems, intestines

Test run
Planning pilot 1 – normal/1 – disabled
Survey planning

Method of feedback
Workshop – March 2000

Disability survey

Screening Questionnaire
1. Interview
Head of the household

Interview:
Establish contact

Background to the survey

Purpose of the survey

Closure

2. Filling in of the questionnaire

Question 1
Age

Question 2
Sex

Question 3
Position in the family

<table>
<thead>
<tr>
<th>Father</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>2</td>
</tr>
<tr>
<td>Grandfather</td>
<td>3</td>
</tr>
<tr>
<td>Grandmother</td>
<td>4</td>
</tr>
<tr>
<td>Child</td>
<td>5</td>
</tr>
<tr>
<td>Other</td>
<td>6</td>
</tr>
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</table>
Question 4
Level of education

None 1
Prim. School 2
Sec. School 3
Tert. Educ.A 4
Tert. Educ. T 5

Question 5
Can ------------ see?

Well 1
With difficulty 2
No 3

Well

With difficulty

No
Question 6
Can ________ hear?

Well 1
With difficulty 2
No 3

Well

With difficulty

No

Question 7
Can ________ speak?

Well 1
With difficulty 2
No 3

Well

With difficulty

No
**Question 8**
Can -------- feel his/her body?

Well 1
With difficulty 2
No 3

Well

With difficulty

No

**Question 9**
Can -------- move his/her limbs?

Well 1
With difficulty 2
No 3

Well

With difficulty

No
Question 10
Can --------- use his/her hands?

Well 1
With difficulty 2
No 3

Well

With difficulty

No

Question 11
Can --------- walk?

Well 1
With difficulty 2
No 3

Well

With difficulty

No
Question 12
Does --------- have good breathing?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
</tr>
</tbody>
</table>

Well

With difficulty

No

Question 13
Does --------- have a problem with his/her body or mind, which we have not discussed yet?

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Psych</td>
<td>1</td>
</tr>
<tr>
<td>Cogn</td>
<td>2</td>
</tr>
<tr>
<td>Phys</td>
<td>3</td>
</tr>
</tbody>
</table>
Appendix III  Phase II - Functional Assessment

Pre-job-match assessment

Name: ___________________________  Respondent No: 1-2

Date: _____________  _______  _______

(Cross-reference: _____________  _______  _______

Age: _____________  _______  _______

Disability pension (Yes - 1. No - 2):

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
<th>Code</th>
<th>Description</th>
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<tr>
<td>5</td>
<td>Unfunctional</td>
<td>4</td>
<td>Functional with an assistant</td>
<td>3</td>
<td>Functional with:</td>
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<tr>
<td>7</td>
<td>Functional with:</td>
<td>2</td>
<td>Abnormal function</td>
<td>1</td>
<td>Normal function</td>
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<tr>
<td></td>
<td>Activity adaptation</td>
<td></td>
<td>Speed</td>
<td></td>
<td>Accuracy</td>
</tr>
<tr>
<td></td>
<td>Assistive device</td>
<td></td>
<td>Accuracy</td>
<td></td>
<td>Pattern</td>
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</tbody>
</table>

1. Seeing 10  
2. Hearing 11  
3. Speaking 12  
4. Left arm functioning 13  
5. Right arm functioning 14  
6. Left hand functioning 15  
7. Right hand functioning 16  
8. Bilateral hand functioning 17  
9. Sitting 18  
10. Standing 19  
11. Left leg functioning 20  
12. Right leg functioning 21  
13. Squatting 22  
14. Picking up 23  
15. Walking 24  
16. Carrying 25  
17. Memorising 26  
18. Problem solving 27  
19. Level of motivation 28

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Integrated higher cognitive functioning (Problem solving, memory)
(Set problem: Storm/roof is leaking over item of furniture. What actions should be taken?)

Level of motivation (Vona du Toit)
(Clinical observation)

Work history (Have you ever worked? What work did you do?)

Work skills (What did you learn to be able to do the work?)

Aspirations (What do you want to accomplish, bring about in your life?)

Needs (What do you need to achieve this?)

Recommendations to family/clinic sister

Notes
Appendix IV  Facilitator Training Workshop
Tsilitwa - September 2000
Facilitator training workshop

Programme
1. Introduction
   ■ Background to attitude survey
   ■ Purpose
   ■ Definitions
2. Facilitation techniques
3. Role play – practise session
4. Questions
Appendix V

Tsilitwa – September 2000
Community meeting on disability issues

Agenda

1. Introduction
2. Small group discussions
3. Feedback and big group discussion
4. The way forward

Small group discussions on attitude toward disability issues:
What is the role (or place) of a person with disabilities in the family?
What is the role (or place) of a person with disabilities in the community?

Big group discussion:
Should persons with disabilities be given the opportunity to earn money in community work projects?
Who is responsible for making it possible for persons with disabilities to be part of work projects?
Group 1:
Facilitator: ____________________________

What is the role of a person with disabilities in the family?
What is the role of a person with disabilities in the community?
Appendix VI  Planned meeting with PWD and Families

Tsilitwa – September 2000
Meeting for PWD and their families on disability issues

Agenda

1. Introduction
2. Purpose of the survey
3. Feedback from attitude meeting
4. Discussion
5. The way forward
Appendix VII  Fundraising workshop

Tsilitwa September 2000

Workshop on writing proposals for funding

Programme

- Project planning
- Purpose: planning, funding, monitoring
- Definition of terms
- Steps: participation analysis, problem analysis, objectives analysis, alternatives analysis, project elements, external factors, indicators.
- Finding a funder
- Funding options: inter-governmental agencies, partnerships, other.
- Programme interests/objectives
- Procedures
- Contact persons
- Writing the proposal
- Language
- Content
- Examples
- Tsilitwa project
- Funders
- Inter-governmental:
- European Union
- Embassies (Small/Micro Projects)
- USAID
- Action Aid
- Oxfam
- Partnerships:
- Kellogg
- Ford Foundation
- German development Services
- Other:
- National Lottery Board
- Doen (Dutch Post Code Lottery)
Appendix VIII  Flowchart for work placement

Functional assessment of PWD referred for work placement

Does PWD participate in any activities? (Motivational level)
No - Exit programme

Does PWD have any activity limitations?
No - Exit programme

No assisted placement

No match - Exit programme

Assisted placement

Job match (Motivational level, aspirations, abilities with available work opportunities)

Does PWD need training?
No
Yes - Training programme

Does PWD need adaptations, assistance or supervision?
No
Yes Refer to professional for consultation

Job Placement (Follow up support locally)
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