GUIDELINES FOR A TRAINING PROGRAM FOR EMPLOYERS TO INTEGRATE DISABLED PEOPLE INTO THE OPEN LABOUR MARKET: A SOCIAL WORK PERSPECTIVE

By

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SAMEVATTING

Titel:

Guidelines for a training program for employers to integrate disabled people into the open labour market: a social work perspective.

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Daar is vasgestel dat mense met gestremdhede nog altyd uit die samelewing en van belangrike aktiwiteite soos sosiale rekreasie en werksgeleenthede uitgesluit is. Slegs 1% van persone met gestremdhede werk in Suid-Afrika in die ope arbeids mark. Van die 99% wat nie werk nie, ontvang slegs sommige 'n klein toelaag van die staat, wat hul enigste vorm van inkomste is (White Paper on Integrated National Disability Strategy, 1997: 2-3). Dit is die oogmerk van die Suid-Afrikaanse regering om gelyke beregtiging in die ope arbeidsmark te verseker.

Werkgewers mag kragtens die nuwe Wet op Gelykheid in die Werksplek, 1998 (Wet No. 55 of 1998) nie teen enige persoon diskrimineer nie in die onderhawige geval die persone met gestremdhede en bepaal dat persone met gestremdhede in diens gestel moet word en dat hulle behoeftes redelik geakkommodeer moet word.

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Werkgewers word egter, in die lig van die stigma en wanopvattings rakende gestremdheid, in 'n moeilike posisie geplaas deurdat hulle enersyds die voorskrifte van die wet moet nakom, maar andersyds nie oor die nodige kennis en vaardighede beskik om persone met gestremdhede in die ope arbeidsmark te akkommodeer en te integreer nie. Daar is ook nie 'n opleidingsprogram of riglyne vir so 'n opleidingsprogram, gebaseer op empiriese navorsing om werkgewers toe te rus met die nodige kennis en vaardighede om gestremde persone in die ope arbeidsmark te integreer, beskikbaar nie.

Aangesien daar nog min formele navorsing onderneem is wat betref die houding, persepsies en behoeftes van werkgewers en die integrering van gestremde persone in die ope arbeidsmark, lê die terrein van hierdie ondersoek nog betreklik braak. Die navorser het gevolglik besluit op 'n eksploratiewe navorsingsprojek om ondersoek in te stel na sowel die werksgeleenthede vir persone met gestremdhede en die houdings, persepsies en behoeftes van werkgewers as die slagbome wat die arbeidsmark vir persone met gestremdhede versper. Gebaseer op hierdie inligting het die navorser riglyne opgestel vir die opleiding van werkgewers met die oog op die integrering van persone met gestremdhede in die ope arbeidsmark.

Creswell se dominante-minder dominante model (in De Vos et al., 2002: 365-357) is met die oog op hierdie navorsingsprojek as uitgangspunt geïdentifiseer. Daar is op die dominante benadering (die kwantitatiewe) besluit omrede die gestruktureerde onderhoude wat gebruik is vir die insameling van data. Die intervensie- en ontwikkelingsnavorsingsmodel van Rothman en Thomas is gebruik omdat nuwe inligting deur die studie gegenereer is.

'n Raamwerk is vir die projek aan die hand van 'n literatuurstudie ontwerp wat betref die teoretiese raamwerk vir die studie, gestremdheid as 'n maatskaplike verskynsel, werkgewers en die ope arbeidsmark en strategieë vir die integrering van persone met gestremdhede in die ope arbeidsmark. Die navorser het aan die hand van die literatuurstudie 'n gestruktureerde onderhoudskedule ontwikkel. Die empiriese navorsingsresultate wat deur die gestruktureerde

onderhoude met 30 respo UNIVERSITEIT VAN PRETORIA eed, geïnterpreteer en grafies uitgebeeld.

Riglyne kon aan die hand van hierdie bevindings opgestel word vir 'n ontwerp van 'n opleidingsprogram vir werkgewers met die oog op die integrering van persone met gestremdhede in die ope arbeidsmark.

Die belangrikste aanbeveling wat uit hierdie studie voortgespruit het, was:

- Om, gebaseer op die aanbevole riglyne in hierdie studie, 'n opleidingsprogram vir werkgewers met die oog op die integrering van gestremde persone in die ope arbeidsmark, in die toekoms te ontwikkel en empiries te toets.

SUMMARY

Title:

Guidelines for a training program for employers to integrate disabled people into the open labour market: a social work perspective.

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Degree: MSD

It has been established that people with disabilities are in most cases excluded from society and major activities in society such as social recreation and employment in the open labour market. Only 1% of people with disabilities in South Africa are working in the open labour market. Only some of the 99%, who do not work, receive a small grant from the state, which is their only form of income (White Paper on Integrated National Disability Strategy, 1997: 2-3). It is however an objective of the South African government to achieve equity in the open labour market.

According to the Employment Equity Act, 1998 (Act No. 55 of 1998), employers must not discriminate against any person, in this case the person with a disability, and should employ and reasonably accommodate the needs of people with disabilities. This causes a dilemma for many employers, because of stigma and misconceptions of disability and lack of knowledge and skills to accommodate and integrate disabled people in the workplace. There is also no

training program or guidelines for a training program, developed through an empirical research process, available to assist employers in this process of integrating people with disabilities into the open labour market.

As little research has formally been done regarding the attitudes, perceptions and needs of employers to integrate people with disabilities into the labour market, the subject of this study is relatively new. The researcher has therefore conducted an exploratory research study to explore employment possibilities for people with disabilities, the attitudes, perceptions and needs of employers as well as barriers that prevent the employment of disabled people. Based on this information the researcher has described guidelines for a training program for employers to integrate people with disabilities into the open labour market.

This research study utilised the dominant-less-dominant model Creswell (in De Vos et al., 2002: 365-367) has identified. The dominant approach was the quantitative approach, because of the structured interviews that were utilised in the collection of the data. Intervention and developmental research, a model from Rothman and Thomas, was utilised, because new knowledge was developed in this study.

A framework for this study was established by undertaking a literature study regarding the theoretical framework for the study, disability as a social phenomenon, employers and the open labour market and strategies to integrate people with disabilities into the open labour market. Based on the literature study, a structured interview schedule was developed and 30 respondents took part in this study. The empirical research findings according to structured interviews with 30 respondents were analysed, interpreted and graphically displayed.

According to these findings, guidelines for a training program for employers to integrate people with disabilities into the open labour market were formulated and further recommendations were made. The most important recommendation include:

employers to integrate disabled people into the open labour market, which can be tested, evaluated and disseminated in the future.

KEY TERMS

1. Disability
   Gestremdheid

2. Employer
   Werkgewer

3. Open labour market
   Ope arbeidsmark

4. Training program
   Opleidingsprogram

5. Guidelines
   Riglyne

6. Employment possibilities
   Werksmoontlikhede

7. Barriers
   Versperrings

8. Perceptions
   Persepsies

9. Attitudes
   Houdings

10. Needs
    Behoeftes

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CHAPTER 1

INTRODUCTION AND RESEARCH METHODS IN STUDY

1 INTRODUCTION

People with disabilities have always been stigmatised and excluded from society and especially the labour market. Disabled people were removed from their homes and communities to isolated establishments and the service provisions were less than adequate and mostly planned by non-disabled people (Macfarlane in Hales, 1996: 6). According to the White Paper on Integrated National Disability Strategy (1997: 2-3), the majority of disabled people in South Africa do not receive any grant. Those who receive grants, do not receive any other income while at the same time, 99% of disabled people are being excluded from the open labour market. It has only currently become an objective of the South African government to develop new ways to integrate the disabled person into society and the open labour market. The purpose of the Employment Equity Act, 1998 (Act No. 55 of 1998) is to achieve equity in the workplace by:

(a) Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination;

(b) Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

This means that employers must not discriminate against any person, in this case the disabled person, and should employ and reasonably accommodate the needs of people with disabilities. This causes a dilemma for many employers, because of stigma and misconceptions of disability and lack of knowledge and skills to accommodate disabled people into the workplace.

The needs of the disabled person as well as the needs of an employer during this reconstruction and integration are equally important. This research study is however aimed at analysing the current South African open labour market situation regarding the employment of disabled people as well as identifying the attitudes, perceptions and needs of employers regarding the employment of disabled people and to develop guidelines for a training program for employers to integrate disabled people into the open labour market.

This chapter aims to establish a clear framework for the research study and how it will be conducted. This will be achieved by stating the motivation of the study, the problem formulation and the goal and objectives of this study. Further attention will be given to the relevant research questions, the research approach, the research design and the research strategy and procedure. A description of the population of the research study will be given and the limitations of this study, ethical issues and relevant concepts will also be described. This chapter will conclude with a short overview of all the chapters in this research study.

2   MOTIVATION FOR THE CHOICE OF THE SUBJECT

Only 1% of disabled people are working in the open labour market. Some receive grants that are their only form of income, while the rest do not even receive grants from the state (White Paper on Integrated National Disability Strategy, 1997: 2-3). The Employment Equity Act, 1998 (Act No. 55 of 1998) protects people with disabilities against unfair discrimination and entitles them to affirmative action methods. The South African government's aim is to integrate people with disabilities into the community as well as the open labour market and to narrow the unemployment gap between non-disabled and disabled job seekers (White Paper on Integrated National Disability Strategy, 1997: 42). This resulted in employers being bombarded by this legislation without having the necessary skills and knowledge to reasonably accommodate people with disabilities.

The researcher has chosen this subject of research, because of her own professional social work experience in the field of disability and involvement in work sessions initialised by the South African Federation for Mental Health to create plans to assist the employer and disabled employee throughout the whole process of re-integration. The need to provide programs for the skills development of disabled people, the training of job coaches and the training, preparation and supporting of employers need to be addressed and a minefield of knowledge is there to be reclaimed.

Movements, programs and initiatives throughout the world have emerged to include disabled people into the society and to confront stigma attached to disabled people (Morris, 1993: 21-24; Rioux & Bach, 1994: 67-91; Dudley, 1997: 83; Palley & Van Hollen, 2000: 181-189). According to the South African Federation for Mental Health and human rights lawyer, Mr P. Strasheim, little research has formally been done in South Africa regarding these challenges professionals, disabled people and employers face. It seems as if there is a definite need to develop a training program for employers, which is not yet available, and little research has been done regarding this important need. There is no training program or guidelines for a training program, developed through a research process, available to assist employers in this process of the integration of disabled people into the open labour market. Through this research study, the knowledge base for social work will be extended and guidelines for a training program for employers will be identified for the purpose of developing a training program to render the necessary training and support for employers to integrate disabled people into the open labour market.

3 PROBLEM FORMULATION

Stigmatisation is a process that had and still has a major influence on the way in which disabled people are viewed by society. This includes the way so-called "normal" people viewed and portrayed disability through the media, books, stories, myths etc. and resulted in disabled people being excluded from society and community activities (Dudley, 1997: 24). The worst consequence of stigmatisation is the fact that disabled people's rights, responsibilities and

independence were jeopardised and that choices were made without them being acknowledged. In some cases, disabled people internalise this stigmatisation and are not always empowered to make choices for themselves (Dudley, 1997: 50). This creates dependence on the Government for financial support and on the community for support, while being excluded from society as a whole.

Stigmatisation and misconceptions about disability further resulted in people with disabilities being excluded from the open labour market. Even if they had the potential to be placed in a job where they could function and develop to the best of their ability, no support system is yet in place to assist them in this process. According to the White Paper on Integrated National Disability Strategy (1997: 3), 99% of disabled people in South Africa are excluded from employment in the open labour market. Research undertaken in 1990 indicated that in South Africa only 0.26% of disabled people were employed in the open labour market (White Paper on Integrated National Disability Strategy, 1997: 43).

The need to integrate disabled people into the open labour market has been recognised world-wide and South Africa also has been made aware that disabled people should be recognised as people with rights. The challenge that is faced is the changing of society's view about disability and the creation of social responsibility among employers and the community to integrate disabled people. A few programs may have been developed to support the integration process, but not much work or research has been done about the needs of the employer in employing disabled people. Stigma and lack of knowledge are barriers that should be addressed and no training program has been developed as yet to assist the employer to integrate disabled people into his/her company.

The Employment Equity Act, 1998 (Act No. 55 of 1998), protects people with disabilities against unfair discrimination and entitles them to affirmative action measures. Employers had to submit reports 12 months after the commencement of this Act (date of commencement October 1998), of their specific plan to employ people from designated groups and are liable to a fine if

these regulations are not met. The employer could also be taken to the Labour Court because of non-compliance. This places a burden on employers to employ people with disabilities without the employers having any skills, knowledge or training facilities available to assist them in this process.

Based on the problem that there is currently no training program being developed to assist the employer to integrate disabled people into the open labour market, the focus of this research is therefore to analyse the current South African open labour market situation regarding the employment of disabled people as well as to identify the perceptions, attitudes and needs of employers regarding the employment of disabled people. When these have been established, guidelines for the development of a training program to assist employers through this process of integration will be developed. This will lead to independence among disabled people and a chance to be employed in the open labour market.

4   GOAL AND OBJECTIVES

Goal

To develop guidelines for a training program for employers to integrate disabled people in the open labour market.

Objectives

- To develop a theoretical framework, by means of undertaking a literature study about the theoretical models regarding disability, the phenomenon of disability, the employer as a manager, the open labour market and strategies to integrate disabled people into the labour market by studying relevant programs and research done in South Africa and internationally, regarding the integration of disabled people into the open labour market.

- To empirically explore the current South African situation regarding the employment of disabled people in the open labour market, focusing on the following:

➤ perceptions, attitudes and needs of employers,

➤ employment possibilities and reasonable accommodation methods for disabled people,

➤ employment policies in companies,

➤ barriers that prevent the employment of disabled people,

➤ possible elements to include in a training program for employers.

- To formulate guidelines for a training program for employers to integrated disabled people into the open labour market.

5 RESEARCH QUESTIONS

A hypothesis is defined as a statement of the relationship between variables, it is potentially measurable and it is more relevant if the study is quantitative. A research question is more relevant when the research study is of a qualitative nature or explorative (De Vos, 1998: 116). Based on the fact that this study is explorative in nature, the research design is explorative which will require research questions. According to De Vos (1998: 116), a good research question is one that can be answered by the collection of data and whose answer cannot be foreseen before the collection of the data. The researcher has formulated the following research questions for the purpose of this study:

- What are the employment possibilities for different types of disabled people in the open labour market?

- What are the perceptions, attitudes and needs of employers regarding the integration of disabled people into the open labour market?

- What are the barriers that prevent the integration of disabled people into the open labour market?

- What are the possible elements that should be included in a training program for employers?

6   RESEARCH APPROACH

Two well-known research approaches can be used in conducting a research project. These include the quantitative and the qualitative approaches. The quantitative approach is more positivistic, it aims to measure the social world objectively in order to test hypotheses. The qualitative approach is more subjective, anti-positivistic and interpretative (Schurink in De Vos, 1998: 241-242).

A third approach has been developed by researchers to combine the quantitative and qualitative approaches. Creswell (in De Vos, Strydom, Fouché & Delport, 2002: 365-367) has identified three models of combination: The *two-phase model* in which a researcher conducts two separate studies, one the quantitative and the other qualitative; *dominant-less-dominant model* where there is a dominant approach and the other approach is a small component in the research process, and; the *mixed methodology design model* which is a complex model where the researcher combine aspects of both the qualitative and quantitative approaches when conducting his research study.

This research study utilised the *dominant-less-dominant model* Creswell has identified (De Vos, et al., 2002: 366). The dominant approach was the quantitative approach, because of the structured interviews that was utilised in the collection of the data. A part of the structured interviews consisted of open-ended questions that gathered information about the respondents' perceptions and also of the researcher's observations of the respondents in the structured interviews, which was qualitative. This resulted in the analysis of the current South African open labour market regarding the employment of disabled people as well as the exploration of the perceptions, attitudes and needs of employers regarding the employment of disabled people in the workplace, but with a structured and empirical approach.

7 TYPE OF RESEARCH

Intervention research is an exciting new type of research developed by Rothman & Thomas (De Vos, Schurink & Strydom in De Vos, 1998: 9). This type of research creates the possibility to link research and practice. There are three main types of intervention research (Rothman & Thomas, 1994: 3-4):

- Intervention knowledge development (KD) – the empirical research extends knowledge of human behaviour relation to human service intervention.

- Intervention knowledge utilisation (KU) – the findings from intervention knowledge development may be linked and utilised in practical application.

- Intervention design and development (D&D) – research directed toward developing innovative interventions.

Intervention design and development research (D&D) were utilised in this study, because the focus of this study is the development of guidelines for a training program for employers to assist them in integrating people with disabilities into the open labour market. New knowledge was developed in this study regarding the employment possibilities for disabled people, attitudes, perceptions and needs of employers and the barriers that prevent the integration of disabled people into the labour market. These findings provided guidelines for a training program for employers to integrate disabled people into the labour market (Compare Rothman & Thomas, 1994: 12).

8 RESEARCH DESIGN

Bless and Higson-Smith (1995: 63) defines *research design* as "the specification of the most adequate operations to be performed in order to test hypothesis under given conditions". While Babbie and Mouton (2001: 74) define *research design* as "a plan, or blueprint of how you intend conducting the research". The New Dictionary of Social Work (1995: 53) defines *research design* as the "...plan of a research project through which data is gathered in

order to investigate the hypothesis or to realise the aim". For the purpose of this study, this definition will be utilised.

The research design for this study was the exploratory design. Exploratory designs are of a more qualitative nature (Fouché & De Vos in De Vos et al., 2002: 139) with the purpose to gain insight into a situation, phenomenon, community or person (Bless & Higson-Smith, 1995: 42). Rubin and Babbie (2001: 123) explain the purpose of exploratory studies when the researcher is: "examining a new interest, when the subject of study is relatively new and unstudied, or when a researcher seeks to test the feasibility of undertaking a more careful study or wants to develop the methods to be used in a more careful study".

As explained in Section 2 of this chapter, little research has formally been done regarding the analysis of the current South African open labour market situation regarding the employment of disabled people as well as the attitudes, perceptions and needs of employers to integrate disabled people into the labour market. The subject of this study is thus relatively new. The researcher has therefore conducted an exploratory research study to explore the current South African open labour market situation, employment possibilities for disabled people as well the attitudes, perceptions and needs of employers with the aim to formulate guidelines for a training program for employers to integrate disabled people into the labour market.

9 RESEARCH PROCEDURES AND STRATEGIES

As explained in Section 7 of this chapter, this study's procedure and strategies are based on Rothman & Thomas' intervention research and developmental research model consisting of six phases. These will be graphically displayed according to Rothman & Thomas (1994: 28).

Table 1: Phases and operations of intervention research.

Problem analysis and Project Planning	Information gathering and synthesis	Design	Early Development and Pilot Testing	Evaluation and Advanced Development	Dissemination
Identifying and involving clients	Using existing information sources	Designing an observational system	Developing a prototype or preliminary intervention	Selecting an experimental design	Preparing the product for dissemination
Gaining entry and co-operation from settings	Studying natural examples	Specifying procedural elements of the intervention	Conducting a pilot test	Collecting and analysing data	Identifying potential markets for the intervention
Identifying concerns of the population	Identifying functional elements of successful model		Applying design criteria to the preliminary intervention concept	Replicating the intervention under field conditions	Creating a demand for the intervention
Analysing identified concerns				Refining the intervention	Encouraging appropriate adaptation
Setting goals and objectives					Providing technical support for adopter

All these phases and steps provide a relatively flexible framework with step-by-step procedures in conducting the research process. These phases are valid for both developmental research and intervention research. This study however focused on the first three phases of this model, because this study has an exploratory design with the aim of knowledge development and the development of guidelines for a training program for employers to integrate disabled people into the open labour market. The development, empirical testing, evaluation and dissemination of the training program will take place at a later stage. The first three phases and its activities, as described by Rothman & Thomas (1994: 27-36) and as it was implemented in this study, are as follows:

Phase 1: **Problem analysis and project planning**

Action 1: *Identifying and involving clients*

The researcher begins by choosing a population, whose issues are of current or emerging interest to the clients, researchers and society. In collaboration with the clients, the researcher identifies specific targets or goals and addresses the strengths and problems (Rothman & Thomas, 1994: 27).

It is clear that little knowledge exists about the proposed study and that organisations are in the process of developing answers to this problem. Little research has been done regarding a training program for employers. This matter was discussed during the conference held by the South African Federation for Mental Health attended in July 2000 and also by the appointed task team that included professional people who actively work in the field of intellectual impairment. The researcher was part of this task team and attended workshops whose objective was to discuss the process of re-integration and the dilemma of how little knowledge exist about integrating disabled people into the open labour market. The clients that were identified in the context of this study included the disabled person, who must be integrated into the open labour market, and the employer who must accommodate people with disabilities into his/her company.

Action 2:   *Gaining entry and co-operation from settings*

Key informants can explain local ways to researchers and introduce them to gatekeepers who control the access to the setting. Before approaching the setting, the researcher should have information about the clients, goals, policies and program. These conversations with the key informants will be helpful to a researcher to form collaborative relationships. The collaboration provides a sense of ownership of the investigation and the researcher gains co-operation and support (Rothman & Thomas, 1994: 29).

By being part of the task team (as discussed in Action 1), as well as a delegate from the conference and seminar held by the South African Federation for Mental Health in July 2000, regarding the dilemma of re-integration of disabled people, contact was made with key informants. These contacts included the vice-director of the South African Federation for Mental Health, Mrs D. Mouthinho and the human rights lawyer, Mr P. Strasheim. These contacts were valuable in this study, because of both these key informants' knowledge and experience regarding disability, the legal rights and the employment of disabled people.

Action3:   *Identifying concerns of the population*

The researcher must avoid imposing his/her external views of the problem and its solution and should attempt to understand the issues of importance to the population objectively. The researcher could use informal personal contact methods, surveys and community forums (Rothman & Thomas, 1994: 29-30).

During these workshops (mentioned in Action 1), conference held by the South African Federation for Mental Health (South Africa) and seminar by Mr P. Strasheim (human rights lawyer) the problem of integrating disabled people into the open labour market was discussed. The concerns of the population were identified during these actions and valuable knowledge about the field of disability and the open labour market was obtained.

Action 4:   *Analysing identified problems*

A critical aspect of this phase is analysing the conditions that people label as community problems. Some key questions help guide the process of problem analysis: What is the discrepancy between "ideal" and "actual" conditions that define the problem? For whom is the situation a problem? These questions explore consequences that help explain why the problems exist. Intervention researchers will find that moulding these questions into a protocol for analysis of identified problems will offer valuable guidelines. (Rothman & Thomas, 1994: 30-31; De Vos, 1998: 389)

The problem that was identified by the researcher was the regulations of the Employment Equity Act, 1998 (Act No. 55 of 1998), the proposed integration of disabled people into the open labour market and the lack of programs to assist the designated employer through this transformation (refer to Section 3 of this Chapter for the in-depth formulation of the problem). The analysing of the problem realised with the consultation of professional people working in the field and people experiencing the problem and consultants asking questions on how to develop an intervention plan. The development of a training program for employers was one of the challenges that was identified.

Action 5:   *Setting goals and objectives*

A final operation in this phase is setting goals and objectives. Goals refer to the broad conditions and outcomes that are desired by the community of interest. Objectives refer to more specific changes in programs, policies or practices that are believed to contribute to the broader goal. A careful problem analysis yields potential targets for change and possible elements of the intervention. Stating broad goals and specific objectives, clarifies the proposed end and means of the intervention research project (Rothman & Thomas, 1994: 31).

According to this action in the intervention research process the following goal and objectives have been formulated (refer to Section 4 of this Chapter):

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Goal

To develop guidelines for a training program for employers to integrate disabled people in the open labour market.

Objectives

- To develop a theoretical framework, by means of undertaking a literature study about the theoretical models regarding disability, the phenomenon of disability, the employer as a manager, the open labour market and strategies to integrate disabled people into the labour market by studying relevant programs and research done in South Africa and internationally, regarding the integration of disabled people into the open labour market.

- To empirically explore the current South African open labour market situation regarding the employment of disabled people in the open labour market, focusing on the following:
  - ➢ perceptions, attitudes and needs of employers,
  - ➢ employment possibilities and reasonable accommodation methods for disabled people,
  - ➢ employment policies in companies,
  - ➢ barriers that prevent the employment of disabled people,
  - ➢ possible elements to include in a training program for employers.

- To formulate guidelines for a training program for employers to integrate disabled people into the open labour market.

Phase 2:   Information gathering and synthesis

Action 1:   Using existing information sources

A literature review usually consists of an examination of selected empirical research, reported practice, and identifies innovations relevant to the social or health concern. Intervention researchers should look beyond the literature of their particular fields and should not confine themselves to their specific disciplines (Rothman & Thomas, 1994: 32).

In this research study, relevant literature has been studied. This includes the Employment Equity Act, 1998 (Act No. 55 of 1998), The Code of Good Practice, the White Paper on Integrated National Disability Strategy, the Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, briefing by Department of Labour and a Proposal for the Introduction of an Employment Support Program for People with Disabilities. Other relevant information sources that have been studied included research done or being done in South Africa and internationally in respect of theoretical models regarding disability, the phenomenon of disability, the employer as a manager, the open labour market and strategies to integrate disabled people into the labour market. These information sources established a knowledge base for the researcher that enabled her to develop a theoretical framework for this research study.

Action 2:   *Studying natural examples*

A particularly useful source of information is observing how community members, faced with the problem or a similar problem, have attempted to address it. Interviews with people who have experienced the problem or those with knowledge about it can provide insights into which interventions might or might not succeed. The studying of unsuccessful programs can also be valuable (Rothman & Thomas, 1994: 32).

The knowledge of people working in this specific field was utilised. The researcher has been part of a task team investigating the integration of disabled people into the workplace, participated in a conference hosted by the South African Federation for Mental Health and a seminar explaining the Employment Equity Act, 1998 (Act No. 55 of 1998). The following people have been identified as experts in the specific field and contact was established to further the researcher's knowledge base regarding disability and integration:

- Mr P. Strasheim. Human rights lawyer and expert on the Employment Equity Act, 1998 (Act No. 55 of 1998) and disability

- Mrs D. Mouthino. Vice-director of the South African Federation for Mental Health and organiser of Conference regarding the Employment Equity Act, 1998 (Act No. 55 of 1998) and integration of disabled people.

- The Living Link. A privately owned business with the aim to training disabled people and placing them into the workplace and act as job-coaches.

- Mrs M. Lourens. Director of the Down Syndrome Association and involved in a project to train and integrate disabled people into the workplace.

- Mr A. Cruywagen. Private consultant of businesses and companies.

- Mr N. de Klerk. Private consultant and motivator for businesses and companies.

Action 3:   Identifying functional elements of successful models

As soon as the information is gathered, researchers analyse the critical features of the programs and practices that have preciously addressed the problem of interest. Questions that could be asked are: "Is there a model program, policy or practice that has been successful in changing targeted behaviours and outcomes? Is there a model that was unsuccessful? What caused it to fail? By studying successful and unsuccessful models or programs that have attempted to address the problem, researchers identify potentially useful elements of an intervention (Rothman & Thomas, 1994: 33).

Applicable literature, models, legislation, dissertations and articles of South Africa as well as from other countries regarding the disabled person, the employer, labour market and the integration of disabled people into the open labour market were studied. This supplied elements for the researcher to focus upon while developing the structured interview schedule for interviewing employers/managers as respondents in this study.

Phase 3:   Design

Action 1:   Designing an observational system

Researchers must design a way of observing events related to the phenomenon naturalistically, a method system for discovering the extent of the problem and detecting effects following the intervention. This is critical to pilot testing. The observational system is closely related to the process of designing an intervention, and it serves as a feedback system for refining prototypes. The observational system consists of three working parts namely: the operational definitions of behaviours or products associated with the problem, examples and non-examples of the behaviours or products provided to help discriminate occurrences of the behaviour and scoring instructions prepared to guide recording of desired behaviours of products. According to De Vos et al. (2002: 408) relevant behaviours and outcomes may be measured, using direct observation by independent observers of self-monitoring or self-reporting for events that may be difficult to observe directly. This strategy helps to establish relationships between environmental changes and behaviours related to the problem. This type of measurement system chosen depends on many factors including how many individuals and behaviours must be observed, the length of the observation sessions, and the size of interval within the session and the availability of trained observers. Preliminary results from the observation system help to guide the selection of procedures and their refinement (Rothman & Thomas, 1994: 34-35).

The method of data collection in this research study included the following:

- *Face-to-face interviewing.* A structured interview schedule with the inclusion of a few open-ended questions was used to collect data. In structured interviewing with a schedule, the interviewer asks all the respondents the same series of questions with a limited set of response categories, except where open-ended questions are used. A structured interview is standardised and straightforward, but the open questions leave room for some flexibility (Denzin & Lincoln, 1994: 649). The

responses were recorded by a coding scheme that has been established by the researcher with the assistance of the Department of Statistics from the University of Pretoria.

This data collection method was utilised during the personal interviews with the respondents (employers/managers of various companies). The structured interview had the following advantages:

- More information could be obtained and clarified,
- There was a relatively minor impact of the interviewer on response quality, because of the standardised and predetermined nature of structured interviewing.
- The response rate was very high,
- A relationship was established, that would promote future research,
- A mutual trust was established, that would result in the further breakdown of stigma,
- The needs of the employer/subject were addressed personally.

The Department of Statistics at the University of Pretoria as well as the Ethical Committee of the Faculty of Humanities at the University of Pretoria approved the structured interview schedule. The structured interview schedule was also pilot-tested on 3 respondents (3 companies chosen in a purposive sampling method who were not part of the main study) who gave feedback to the researcher. This feedback was integrated into the structured interview schedule. In the pilot-test, the 3 respondents understood every question and no adjustments had to be made to the contents of the schedule. The researcher however had to adjust the presentation of the schedule, because the researcher asked leading questions in the pilot test and did not give enough time to the respondents to respond to the questions. The necessary adjustments were made before the formal empirical study commenced. Some of the respondents did not have knowledge of the term "reasonable accommodation" used in the structured interview schedule and the researcher had to explain the meaning of it. The researcher initially thought that the question was too difficult for some

respondents, but realised afterwards that the managers were just not informed about reasonable accommodation methods.

Action 2:   *Specifying procedural elements of the intervention*

By observing the problem and studying naturally occurring innovations and other prototypes, researchers can identify procedural elements for use in the intervention. This includes the use of information, skills and training for their acquisition, environmental change strategies, policy change or enforcement strategies, or reinforcement or punishment procedures. These procedural elements should be specified in enough detail so that other typically trained change agents could replicate them (Rothman & Thomas, 1994: 35-36).

After the data was gathered, the researcher coded all the schedules and it was handed to the data typists from the University of Pretoria. The Department of Statistics assimilated all the raw quantitative data and processed it into understandable frequencies. This quantitative data was analysed and interpreted by the researcher (Chapter 6 of this study). The researcher also analysed and interpreted the qualitative data gathered by the structured interviews with the respondents and that information will be described in Chapter 6 of this study. By using all the data collected from the structured interviews, guidelines for a training program for employers to integrate disabled people into the labour market were identified and will be described in Chapter 7 of this study.

10   DESCRIPTION OF THE RESEARCH POPULATION, SAMPLE AND SAMPLING METHOD

10.1   Research population

Powers et al. (in De Vos et al., 2002: 198) define a *population* as a "set of entities for which all the measurement of interest to the practitioner or researcher are represented". Seaberg (in De Vos, 1998: 190) further defines the *population* as the "total set from which the individuals or units of the study

are chosen". A *population* is defined by Bless and Higson-Smith (1995: 87) as "the set of elements that the research focuses upon and to which the results obtained by testing the sample should be generalised". For the purpose of this research study the population is all the companies in the Pretoria area whose employees are to be appointed, according to the regulations of the Employment Equity Act, 1998 (Act No. 55 of 1998).

10.2 Delimitation/boundary of the research project

Businesses and companies ("designated employers") whose employees must be appointed according to the regulations of the Employment Equity Act, 1998 (Act No. 55 of 1998), were approached. This included businesses and companies who had 50 or more employees; large companies with large and small franchises and smaller companies with less than 50 employees were targeted within this boundary.

10.3 Sample and sampling method

The population described above is too large to study, especially since the face-to-face structured interviewing with a schedule was used as data collection method. A sample was therefore drawn to include elements from the population that represent the whole population. Arkava and Lane define a sample as "the element of the population considered for actual inclusion in the study" (De Vos, 1998: 191). A non-probability sampling method was used. Non-probability sampling is done without randomisation and the purposive sampling method was used in this regard. Purposive sampling is entirely based on the judgement of the researcher and the sample is a composition of subjects which contain the characteristics and attributes of the population and which is representative of the population (Strydom & Venter in De Vos et al., 2002: 207; Bless & Higson-Smith, 1995: 95). The criteria of selection included the location (Pretoria), companies with large and small franchises and smaller businesses and the motivation of the business or companies to get involve in the proposed research project. Managers, owners and human resource representatives of these businesses and companies were selected as respondents for this study. The

respondents were chosen with the criteria that they have to be actively involved in the employment of personnel in their company/organisation. All companies have different management structures. In some companies, the owner employs the employees, while in other companies the personnel- or shop manager is responsible for the employment of employees. In other companies, however, a human resource department is responsible for the recruitment and employment of all employees in different regions. The researcher had difficulty in contacting and recruiting 30 respondents, because of some managers' hesitation to become involved in research studies. The 30 respondents that were selected were positive to become involved and signed a contract with the researcher, protecting their anonymity (letter of informed consent attached in Appendix A).

30 companies were included in this sample and include companies selling clothes, food, furniture, stationery, car parts and services, building and house material, entertainment companies, financial institutions and garden services and nurseries. Other companies included in this study were the telecommunication network and postal network in South Africa. These companies were situated in the Pretoria vicinity.

11 LIMITATIONS OF THE STUDY

This study had the following limitations:

- Some managers were reluctant to participate in a research study and withdrew from the study during the structured interview, or forgot the appointment with the researcher or did not have the time to make an appointment with the researcher. These aspects had a negative influence on this research study and specifically the time limit.

- During interviews, some respondents did not give enough attention to the contents of the interview, were hasty in their replies, and were preoccupied with their responsibilities in their businesses/companies.

- The structure of companies differ and some companies had a human resource representative who recruited and employed employees, while other companies had managers who had to receive conformation from

their head offices to participate in a research study. This had a negative influence on the time limit of this study, because the researcher had to conduct conversations with managers as well as head offices to confirm appointments with the respondents.

- Some companies are very large and others are smaller. Some respondents did not know how many employees were employed in their organisation, while others had 4 employees. The different structures of companies made it difficult for the researcher to select 30 respondents.

- The researcher is aware of the fact that 30 respondents do not represent the population of organisations and businesses and this study cannot be generalised. This was however an explorative study and valuable information was obtained regarding the needs and perceptions of employers. The researcher also anticipated that questionnaires would not have been completed by respondents and decided to conduct structured interviews with a small group of respondents to obtain quantitative as well as qualitative information.

12   ETHICAL ISSUES

The New Dictionary of Social Work (1996: 61) defines *social work ethics* as "principles, standard and expectations resulting from accepted values and norms which determine the social worker's professional actions with or in the interest of a client". Strydom (in De Vos, 1998: 24) defines *ethics* as "a set of moral principles which is suggested by an individual or group, is subsequently widely accepted, and which offers rules and behavioural expectations about the most correct conduct towards experimental subject and respondents, employers, sponsors, other researchers, assistants and students".

For the purpose of this study, the following ethical issues were relevant:

- *Harm to the respondents.* The respondents experienced no physical or emotional harm and the contents of the research study did not expose them in any way. The respondents were thoroughly informed beforehand about the potential impact of the investigation; and that gave

them the freedom to withdraw from the research process if they did not want to participate. (Compare Strydom in De Vos et al., 2002: 64-65.)

- *Informed consent.* The respondents agreed voluntary to participate in this study and their agreement was based on full and open information. This information included the procedure, advantages, disadvantages and dangers that respondents may be exposed to. Participants were legally and psychologically competent to give consent and were at liberty to withdraw any time. (Compare Denzin & Lincoln, 1994: 138-139; Strydom in De Vos et al., 2002: 65-66.) A letter of informed consent, to explain all the information regarding the research study was given to all the respondents beforehand and was signed before the empirical study was conducted. (Letter of informed consent attached as Appendix A).

- *Confidentiality and privacy.* Confidentiality must be insured as the primary safeguard against unwanted exposure. All personal data ought to be secured and made public only behind a shield of anonymity. Watertight confidentiality is not always possible, because of different perceptions between the respondent and researcher about the concept of confidentiality. Consensus between both parties must be achieved about the concept of confidentiality and privacy (Denzin & Lincoln, 1994: 139-140). The principle of confidentiality and privacy was included in the letter mentioned above. Confidentiality and privacy was assured by the anonymity of businesses and respondents involved in the research project. In the analysing and interpretation of data, no company or manager's name is mentioned and the only person who has knowledge of the identity of the respondents is the researcher.

- *Release of findings and accuracy.* Ensuring that the data are accurate is a cardinal principle in social science codes. "Data that are internally and externally valid are the coin in the realm, experimentally and morally" (Denzin & Lincoln, 1994: 138-140). The final report will be accurate, objective, clear unambiguous and will contain all the essential information. The respondents should be informed about the findings in an objective manner without offering too many details or impairing the principle of confidentiality (Strydom in De Vos et al., 2002: 71-72). The researcher will inform all the respondents about the findings of the

research project and will also involve them when the findings will be tested and evaluated at a later stage.

- *Competence of researcher.* The researcher must be competent and skilled to undertake the investigation he/she has in mind (Strydom in De Vos et al., 2002: 69). The researcher has proven that she is skilled and competent in the research process by completing two verbal examinations, cum laude, regarding research methodology at the University of Pretoria.

13 DEFINITIONS OF KEY CONCEPTS

13.1 Disability

UPIAS (1976)(in Oliver, 1990: 110) propose the following definition:

- *Impairment.* Lacking part of or all of a limb or having a defective limb, organism or meganism of the body.
- *Disability.* The disadvantage or restriction of activity caused by a contemporary social organisation, which takes no or little account of people who have physical impairments, and thus excludes them from the mainstream of social activities.

Stopford (1987:1) defines disability as " any restriction or lack (resulting from an impairment) of ability to perform an activity in a manner or within the range considered normal for a human being".

The Encyclopaedia of Disability and Rehabilitation (1995: 23, 257) defines disability as "a condition that impairs or imposes restrictions on a person' s ability to function at normal or expected levels of mental or physical activity" and an individual with a disability as any person who: "(A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record or such an impairment, or (C) is regarded as having such an impairment".

The Employment Equity Act (Act No. 55 of 1998) defines people with disabilities as "people who have a long-term or recurring physical or mental impairment, which substantially limits their prospects of entry into, or advancement in, employment".

Disability is therefore a condition that limits the person's abilities to function socially and physically and have the effect of him/her being excluded from activities in society and in society as a whole.

13.2 Employer

For the purpose of this study, employer and manager will be used as synonyms in describing the tasks of the people who are in a leading position in a company/organisation/business. The reason for this is the fact that managers sometimes manage companies and have the responsibility to appoint employees. They for all practical reasons act as the employer in these companies.

An *employer* is defined as a "person who gives work to people and pay them" (Active English Dictionary, 1986), as "a person that employs people (Oxford Concise English Dictionary, 1999) and as "a person or business firm that employs workmen, servants etc. for wages" (Webster Comprehensive Dictionary, 1998).

Managers are "individuals who have been appointed in leading positions and have committed themselves to the task of leadership in the execution of specific tasks. In fulfilling their tasks as managers their attention is particularly directed at subordinates as they attempt to find ways of motivating them in the best interest of the business" (Van Rensburg, 1997: 69). Lewis, Goodman and Fandt (1998: 7) define managers as "organisational members who are responsible for planning, organising, leading and controlling the activities of the organisation so that its goals can be achieved".

An employer is therefore a person who employs other people to fulfil certain tasks in an organisation/business. A manager is the person who have been appointed in a leading position and whose attention is solely on the employee and the efficient and effective execution of different tasks and functions in order to meet the objectives of the company.

13.3 Open Labour Market

The labour market represents people in the environment who can be hired to work for the organisation. Every organisation needs a supply of trained, qualified personnel. Unions, employee associations and the availability of certain classes of employees can influence that organisation's labour market (Daft, 1995: 107). Barker (1999: 2) defines the labour market as "an imaginary workplace where labour is bought and sold".

The open labour market can therefore be defined as the environment that consists of people that can be hired for labour by a business or organisation.

14 CONTENTS OF RESEARCH REPORT

The research report will consist of seven chapters.

Chapter One consists of an introduction and the reason why the researcher has decided on the subject. The motivation of the choice of the subject as well as the problem formulation was described and was followed by the goal and objectives of the study. The research question was described and the research approach, type of research and research design proposed for this study were included. The data collection methods as well as data analysis were explained and the pilot study was described. Furthermore, the description of the research population, delimitation of the sample and the sampling method were explained while the limitations of the study and ethical issues regarding this study were explored. Finally, the key concepts of the study were explained.

Chapter Two mainly focuses on the four different models that can be utilised to understand disability. These models include the positivistic model, the social ecology model, the system theory model and the social model. The researcher identified the model most suitable for this specific research study.

Chapter Three explores disability as a social phenomenon and the extent, historical background and types of disability. Four types of disabilities were identified as the focus of the study and include visual impairment, hearing impairment, intellectual impairment and physical/mobility impairment (spinal cord injury). The problems that disabled people have to deal with as well as stigma and stigmatisation was explored. Ways to confront stigma concluded this chapter.

Chapter Four focuses on the employer and the open labour market. Relevant concepts, namely employers, manager and employees were defined and the functions, levels, skills and roles of managers were identified. Myths and assumptions of employers regarding disabled people were unmasked and the labour market, functioning of the labour market and the South African labour market were explored. This chapter concluded with the ethics of employment and social responsibility.

Chapter Five focuses on the integration of disabled people into the open labour market. The rights and responsibilities of disabled people, independence, normalisation, habilitation and integration of disabled people were discussed. Empowerment and choice-making as well as legislation internationally and nationally were thoroughly explored with special attention to the Employment Equity Act, 1998 (Act No. 55 of 1998). Other strategies to integrate disabled people into the labour market that include the Skills Development Strategy, supported employment programs, the utilisation of technology, reasonable accommodation strategies and important factors regarding the Code of Good Practice were thoroughly discussed in this chapter.

Chapter Six presents the findings of the empirical study regarding the job opportunities for disabled people, attitudes, perceptions and needs of the

respondents and the barriers regarding the employment of disabled people were graphically displayed. The researcher also described the qualitative information of the empirical study.

Chapter Seven concluded with the focus areas regarding the literature study and the empirical results, conclusions and recommendations of the study, which includes the guidelines for a training program for employers to integrate disabled people into the open labour market.

CHAPTER 2

THEORETICAL FRAMEWORK FOR THE STUDY

1   INTRODUCTION

If we are to get anywhere understanding something, we must have a model or conceptual framework that guides us in picking out the information that is relevant to the issue before us. In behavioural science, researchers are always dealing with complex systems in which observed behaviour could be the result of many different, and often interacting, causal factors (Kosciulek & Merz, 2001: 209). Theoretical models are thus important components in any research study, because it provides the theoretical framework from which the researcher views the phenomenon that he/she is studying.

This chapter will focus on four different models that people use to describe and understand disability.   Four models were identified by the researcher and include the positivistic/medical model, systems theory model, ecology systems model and social model. In this chapter, these four models will be explored according to different literature sources in order to establish a framework from which the researcher can conduct this research study.   The researcher will therefore describe these different models, but will also conclude with her choice of model for this specific study.

2   DIFFERENT MODELS REGARDING DISABILITY

2.1   Introduction

All humans seek to explain their world and justify their experiences through various ideas and explanations. These explanations lead to hypothesising and the confirmation of hypotheses through different experiences, lead to the formation of theories that tend to explain phenomena in daily life (DiNitto & McNeece, 1997: 46). Kaplan defines a *theory* as "a way of making sense of a

disturbing situation so as to allow us most effectively to bring to bear our repertoire of habits and even more important to modify habits or discard them altogether, replacing them by new ones as the situation demands" (DiNitto & McNeece, 1997: 46). The Social Work Dictionary (Barker, 1991) defines a theory as "a group of related hypotheses, concepts and constructs, based on facts and observations, that attempts to explain a particular phenomenon". A theory helps us thus to explain, understand and predict events and behaviours and creates a framework from which we as people can explain different phenomena.

The Social Work Dictionary (Barker, 1991) defines a *model* as a representation of reality. According to DiNitto and McNeece (1997: 48) a model is similar to a theory, but differs from a theory by providing a whole set of theoretical proposals and assumptions (based on theory) on how the world works. Models further provide a set of heuristics and links between theories that can be used to explain human behaviour and serve as representations. These representations are however never complete and only provide partial truths. A model can therefore be described as a practical framework and representation of reality with the goal to understand certain phenomenon and is based on theories that were developed to explain, understand and predict events and behaviour.

People tend to explain phenomena by theorising and the practical application of these theories lead to the development of theoretical models. Theoretical models are essential to the analysis of such complex situations. They set the stage for testing hypotheses about relationships between important concepts. It is therefore necessary to have theoretical models to organise and evaluate prior research, in order to provide direction for future research, and to stimulate new ideas and concepts (Kosciulek & Merz, 2001: 209). Different theoretical models were developed in the process of understanding the phenomenon of disability. Four relevant theoretical models that explain disability were identified by the researcher and will be described according to the relevant literature. These models include the positivistic/medical model, the system theory model, the ecological systems model and the social model.

2.2   The positivistic/medical model

The positivistic/medical model operates on the assumption that disability is a deficit or a problem in the individual that must be rehabilitated or "medically fixed". There is only one true reality and a careful application of the rules of observation will produce the necessary theoretical constructs to predict and control events and to produce a "cure" (Felske in Rioux & Bach, 1994: 182-183). According to Olkin (1999: 26) the medical model views disability as "a defect in or failure of a bodily system and as such is inherently abnormal and pathological". The medical model links with the positivistic approach by claiming that any disability has a medical cause and a medical cure and is therefore linear. The goal of the medical model is by definition then to reverse, eliminate, or control disability through treatment, habilitation and rehabilitation in order for the disabled person to function "normally" (The Encyclopaedia of Disability and Rehabilitation, 1995: 258).

The White Paper on Integrated National Disability Strategy (1997: 9-10) further states that the medical model implies that organisations for disabled people are usually controlled by non-disabled people and the philosophy is that the disabled are not to be hated or feared, but rather be pitied or helped. This led to the fact that people with disabilities had very seldom any say in the aims, objectives and management of these organisations and the emphasis was placed on dependence and the nature of the disability. All interventions were further based on the assessment, diagnosis and labelling of the disabled with services rendered not focused on the real needs of disabled people. This resulted in disabled people being excluded from their communities and mainstream activities that include their families, the built environment, mainstream services, social relationships, communications and the labour market and employment opportunities. Olkin (1999: 26) further states that disabled people are expected to benefit from the variety of services offered and are viewed in the role of patient or learner being helped by trained professionals. According to Finkelstein (in Swain, Finkelstein, French & Oliver, 1993: 14-15) the medical model has marginalized disabled people and caused institutionalism, but has however been widely criticised and resulted in

movements that promote equality, integration, self-advocacy and empowerment. Even though the medical model has been widely criticised by professionals working with disabled people and disabled people themselves. Olkin (1999: 26) states that it had contributed to the medical and technological advances that have improved the lives of people with disabilities.

The researcher also criticises this theoretical model, because it does not lead to the promotion of empowerment and quality of life. This model disempower disabled people by telling them that a disability has to be cured in order for them to function "normally" in the society, when the disability cannot be cured it leads then to the exclusion and institutionalism of the disabled person. This model also has the assumption that disabled people function in a vacuum and that they cannot function as part of the family, because of their disability. The systems theory model views people with disabilities as a part of a system and therefore an important component of society. This is in contradiction of the medical model. The system theory model and its different elements are the second model that will be discussed in this study.

2.3   The systems theory model

According to the systems theory model, systems are composed of parts that interact to serve a particular function. These parts or elements of systems may be systems in their own right or subsystems of other systems (DiNitto & McNeece, 1997: 52). The New Dictionary of Social Work (1995) defines the systems theory as "related formal statements and concepts on the reality of mutual relationships, interaction and a degree of regularity and orderliness". Bertalanffy (in Mc Mahon, 1996: 25) defines a *system* as "a dynamic order of parts and processes standing in mutual interaction". The New Dictionary of Social Work (1995) further defines a *system* as "whole of complex units in a specific interactional relationship in which mutual influencing takes place and which is characterises by a measure of regularity and orderliness". A *subsystem* is defined by The Social Work Dictionary (Barker, 1991), as "a part of a system that itself comprises interacting and reciprocally influencing elements".

Each person lives within a system of human and other environmental interactions and interdependence and any change in a unit of this system changes the relationships of the entire system. This change may lead to harmony and order or discontinuity and disorganisation. Elements are further arranged in order of size from small units to larger units and in order of importance from greater effect to lesser effect on one another (Schulman, 1980: 130). DiNitto and McNeece (1997: 52-58) and Schulman (1980: 130-133) have identified the different elements of the systems theory model and these include the following:

- *Environment.* Systems always operate within an environment, have both affect, and are affected by this environment. Systems are unique and independent and have the abilities to decide how much deviation will be tolerated without losing their identity and integrity, while the environment has a definite effect on how it perturb or constrain the system. Systems must also be able to transform their structures to meet the demands of the environment if they are to survive and are interacting and mutually influencing one another to maintain themselves (DiNitto and McNeece, 1997: 53-54).

- *Boundaries.* According to DiNitto and McNeece (1997: 54) boundaries serve one function and that is to separate or distinguish the system from its environment.

- *Inputs/outputs.* Anything entering the system from the environment is input and anything leaving it is an output. In this process inputs and outputs necessarily cross system boundaries and is regulated and monitored by input/output filters (DiNitto and McNeece, 1997: 55). In the context of this study, output will occur when for instance disabled people seek assistance from medical or rehabilitative services, and input will occur when the disabled person receives a grant from Government.

- *Conversion processes.* Systems are endowed with processes by which elements or components in the system may be changed or converted by changing input elements into outputs (DiNitto and McNeece, 1997: 55).

- *Structure.* The form of the relationships that bind the individual elements/components of a system together describes the structure of a system. Hierarchy is important in systems and subsystems and it must be maintained, with each component maintaining its integrity (DiNitto and McNeece, 1997: 55). *Hierarchical order* exists within the elements of each unit of the system and elements are arranged in order of size from small units to larger units and in order of importance from greater effect to lesser effects on one another (Schulman, 1980: 130).

- *Feedback.* According to DiNitto and McNeece (1997: 56) two types of feedback are important for systems. These include a positive and negative feedback that means corrective processes that take place within the system to maintain status quo. Schulman (1980: 132) refers to feedforward (original message sender) and feedback (reaction, response and return message) as the message sender and the message receiver, which represent the communication processes within a system. When the message is positive, then a return message of worth and dignity will be communicated. When the message is negative, then another type of feedback will realise. Feedback has an influence on the whole system and affects other forces in the system, as well as other systems and will result in change that can be either positive or negative.

- *Equilibrium.* Equilibrium means the way in which a system remains in relative balance with itself and with other systems in its environment. Feedback allows change in one part of the system to produce changes in other parts, but does not necessarily means that systems are static (DiNitto and McNeece, 1997: 56-57).

- *Equifinality and multifinality.* Equifinality means that no matter where one begins with a system, the end will be the same, while multifinality means that different end states may be accomplished through the same beginnings (DiNitto and McNeece, 1997: 57).

- *First order and second order changes.* First order change refer to the small adjustments that happen in systems within the parameters of the system's own rules and structure, while second order change is change

that requires a major transformation within the system's rules and structure (DiNitto and McNeece, 1997: 57-58).

- *Summation of effects.* The summation of effects mean the impact of the kind of care and training a person may experience and the additive and interconnected effects on the family through to the international scene. A positive experience in care and training for instance will lead to a more positive and strong disabled person, that will have a positive effect on his family as well as larger systems (Schulman, 1980: 131).

- *Relativity of influences.* Relativity depends on the relationships within each unit of the system. The closer a person or the event is to the system or components of the system, the larger the impact (Schulman, 1980: 131).

- *Domino effect.* Schulman (1980: 131) explains the domino effect as the consequences that follow when one or more elements within a system are altered, added or removed. All other elements are subsequently altered with possible removal or adding of elements and lead to the change of the system itself.

The system theory model is an important model that can explain how society is viewed. A society is compiled by different systems that function independently and interdependently with other systems within an environment. Systems are not static, but are capable of change and of in- and output to and from the environment. Any change within a system has a definite effect on the whole system or components of a system. When a disabled child is born for example then the whole family has to adapt and change its system in order for them to survive. When a person becomes disabled for example through a spinal cord injury then he/she as well as the family, job, friends and other systems have to make changes to accommodate this event. Disabled people function as a system within the environment but are also part of different systems that include their families, friends, possible co-workers and religion. They are hence part of a bigger society and should not be excluded, because of the interdependency of the different systems. Systems form part of a larger environment, which is the ecological system. The ecological systems model will be describe in the following section.

2.4   The ecological systems model.

In terms of the ecological systems model families and individuals do not live in isolation, but function in a broader context. This includes the disabled person's interaction with family members and the physical environment that include buildings, parks and other structures (DiNitto & McNeece, 1997: 58-59). According to Germain (in McMahon, 1996: 25) *ecology* is the "science concerned with the adaptive fit of organisms and their environments and with the means by which they achieve a dynamic equilibrium and mutuality". According to Lombard (in Lombard, Weyers & Schoeman, 1991: 15), *human ecology* refers to the study of the person in his environment and the processes that take place between the person and his/her environment. A society is therefore compiled of a human component (social structure and systems and interaction between individuals), a producing component (services, buildings and roads) and a natural component (land, water, climate and rainfall). The ecological systems model integrates systems and ecology by fitting the person and environment ecologically through interactions. A person is consequently seen as a system with different parts that include physical, psychological, political, economical, educational, spiritual, social and sexual and an environment as a system that consists of two major parts that are nurturing (family, friends and community) and sustaining (institutions, organisations, programs and legislation). The ecological systems model places emphasis on the interactions and transactions that take place among the different components from the person, as well as the environment (McMahon, 1996: 25).

Seligman and Darling (1989: 13) refer to the ecological systems model as the social ecology model and explain it as a "model, which is concerned with the permeability of the family in interacting with environmental systems". The ecological environment of the family serves as resources and social support services for the family to survive. A family, functions not in isolation, but as part of a greater environment on which they are dependent and which also affect the way the disabled person and his/her family function. Bronfenbrenner (in Seligman and Darling, 1989: 12-16) has identified the following subsystems in which disabled people can function:

- A *micro-system* that consists of patterns of activities roles in the disabled person's family;

- A *meso-system* that comprises of a wide range of settings in which the family and the disabled person actively participates that include friends, neighbours, work, community and medical and health care workers;

- The *exo-system* includes the settings in which the family are not actively involved, but have an affect on the family that include the legal system and government policies;

- And finally the *macro-system*, which includes the belief systems inherent to the society.

Morales and Sheafor (1998: 390) have identified the ecological systems model as the opportunity for a broader conceptualisation of disability while recognising the history of discrimination, the structural impact of policies, the cultural assumptions, the impact of disability on the family and the individual psychological and biological specifics. Figure 1 illustrates an example of the ecological systems model for people with disabilities (Morales & Sheafor, 1998: 391).
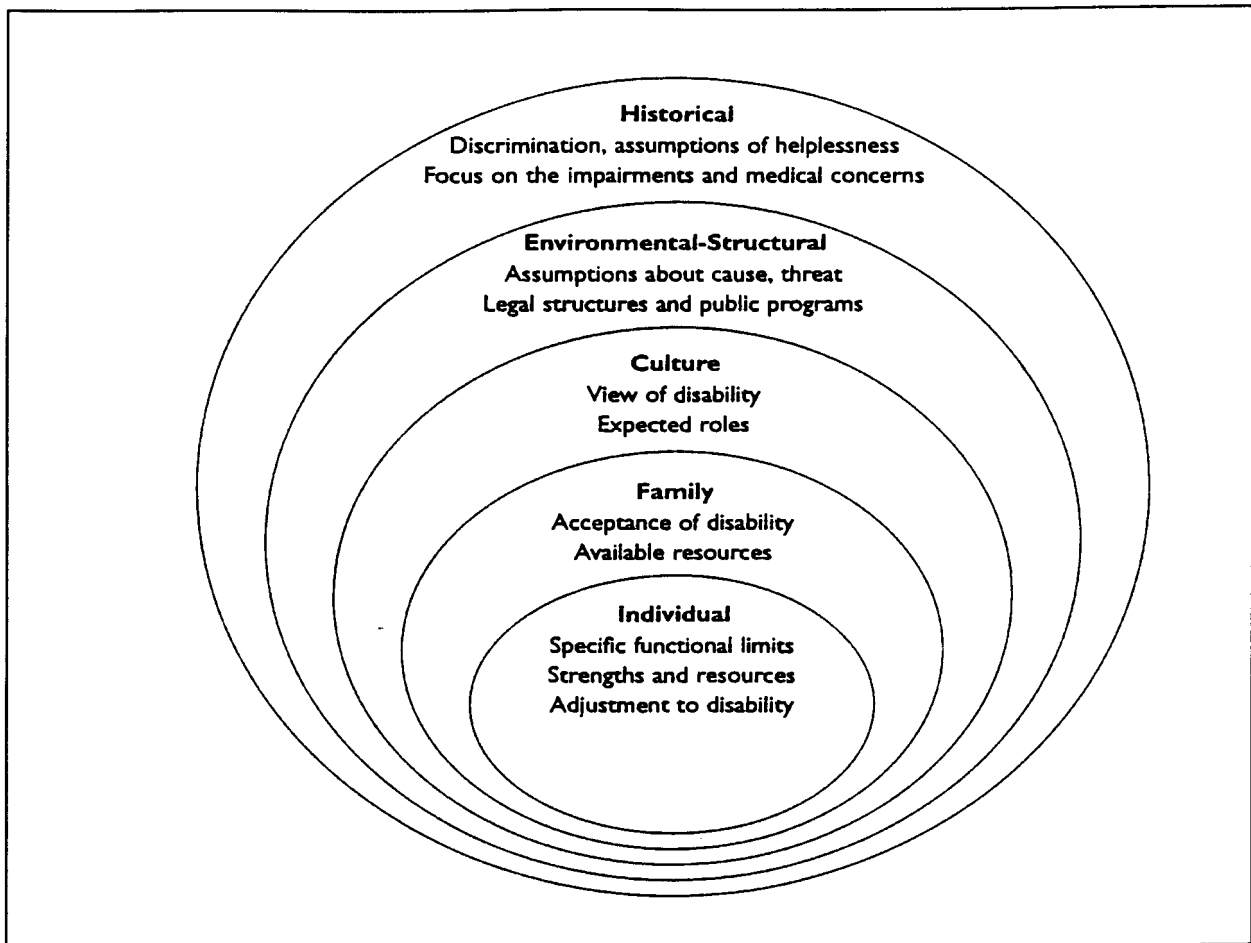
Figure 1: Example of ecological systems model for people with disabilities (Morales & Sheafor, 1998:391)

It is clear from Figure 1 that disability has an impact on more than one level and includes the individual, his/her family, culture, environment and structures and the history of disability.

The ecological systems model views the disabled person as part of a greater environment that consists of levels that include family, culture, structures and history, but also of levels that include the micro-, meso-, exo-, and macro-systems. Ecology also includes a human system, a producing system and a natural system. From all the different authors and literature it became clear to the researcher that disabled people form part of a greater picture, which consists of an environment with different levels and systems. The names given to these different levels may vary according to the relevant literature, but the

fact remains clear that a disabled person cannot be viewed in isolation. Disabled people interact with their environment in different ways and on different levels and each of these interactions has an effect on the disabled person and his/her environment. The environment consists of physical products that include accessibility into buildings, but also have a strong cultural and historical influence that has been illustrated by Figure 1. The social model that will be described in the next section can best explain the social component of the way disability is viewed by society.

2.5 The social model

From a social perspective, the culture and structure of society are influential in causing prejudice, stereotyping, discrimination and stigma by reinforcing negative images of disability. The experiences of disabled people and their self-perceptions are influenced positively or negatively through interaction with others, by public attitudes and by social policies (Encyclopaedia of Disability and Rehabilitation, 1995: 259). Olkin (1999: 26) describes the term social model (she refers to it as the minority model) as a new paradigm from which to view disability. Disability is a social construction and the problems lie not within the persons with disabilities, but in the environment that fails to accommodate persons with disabilities. Persons with disabilities are seen as a minority group and have been denied their civil rights, equal access and protection. Morales and Sheafor (1998: 385) describe a minority group as:

- *Identifiable* in terms of either appearance or behaviour.

- Experiencing *less access to power* so that fewer resources, influence and control are afforded to it.

- Experiencing *discriminatory treatment*, often evidenced by segregation and stereotyping.

- Seeing itself as a separate group.

The Social Model of Disability suggests that the collective disadvantage of disabled people is due to a complex form of institutional discrimination (White Paper on Integrated National Disability Strategy, 1997: 11). The social model is

based on the belief that the circumstances of people with disabilities and the discrimination they face are created socially and not because of the disability and the way in which to deal with the phenomenon is to restructure the society. The social model further implies that:

- It is the stairs leading into a building that disable the wheelchair user, rather than the wheelchair.
- It is defects in the design of everyday equipment that cause difficulties, not the abilities of people using it.
- It is society's lack of skill in using and accepting alternative ways to communicate that excludes people with communication disabilities.
- It is the inability of the ordinary schools to deal with diversity in the classroom that forces children with disabilities into special schools.

Reconstruction and development of our society involves a recognition of and intention to address the needs of disabled people within a framework of inclusive development (White Paper on Integrated national Disability Strategy, 1997: 11).

Disability is therefore viewed as a human rights and development issue by the White Paper on Integrated National Disability Strategy (1997: 10) and has the understanding that disabled people are equal citizens that should enjoy equal rights and responsibilities. Society must also raise its expectations of people with disabilities in order to render support and enable them to exercise their responsibilities. The social model further focuses on the removal of barriers in order to promote equal participation and the elimination of discrimination.

The social model is very clear about the fact that disabled people are seen as a minority group and are affected by it in a negative way with reference to job opportunities, resources and control. The reason for this is that society is not always capable of respecting the rights and equality of people with disabilities. The social model further emphasises the shortcomings of society in respect of disability and those not being able to view disabled people according to their abilities and capabilities. People with disabilities are not the "deviants of

society" that should be excluded from all society's activities, but society tend to view them in that manner, because of them being "different". Society should then learn to respect and accept disabled people with their "differentness" so that disabled people can experience themselves as being part of society and be able to accept themselves with their disability.

2.6   Choice of model for research study

Models are an important manner in which a phenomenon is described and understood and models can be changed or adjusted according to the needs and characteristics of a society. The models that were mentioned in this chapter all have an important function to understand the phenomenon of disability. The medical model explained disability as a medical problem that should be medically cured. It is a linear approach of cause and effect, but cannot successfully describe disability as a whole and had the result of disabled people being excluded from society. The system theory model successfully discovered that disabled people function within a system and that a system consists of different elements and components. Every component has an effect on the other, and every system is in a dynamic process of change and influence. The ecological system model explores the functionality of every system being a part of a larger system that is called the ecological system. The environment in which the disabled person functions includes schools, churches, parks, cities, and buildings, but also includes family, culture, legislation and the historical background of disability. The disabled person is thus a part of a bigger picture in which he/she has to function. The social model described the way in which exclusion of disabled people is caused by society and the way they view disabled people. The medical model labelled the disabled person as being "abnormal" and "incurable", while the social model places the responsibility on society's shoulders to accept disabled people for who they are and to place the focus on ability rather than disability.

The researcher will utilise a combination of the systems theory model, ecology systems model and the social model in this study. The reasons for this being the fact that disabled people are part of a system with different units and

elements that have an influence on the environment, as the environment has an influence on the system. The disabled system is also part of a larger system that includes the micro-, meso-, exo- and macro-systems or family, culture, environmental structures and history. The importance of this model for the researcher is situated in the fact that exclusion from society usually takes place within these systems, that include accessibility into buildings, and that change in these systems has to take place to promote the integration of disabled people. The social model emphasises the way these systems view disability and stresses the importance of creating equality within these different systems of the society. Disabled people are part of a social system within their family system as well as in society and the way society view disability plays an important part in the way disabled people view themselves and in the integration of disabled people into the workplace. The researcher can combine these three models by viewing disabled people as part of a social system within a larger environment. The systems-, the ecological system- as well as the social component of different systems, have an important influence in the way disabled people are viewed by society and are important for the promotion of the integration of disabled people in the workplace.

3   CONCLUSION

In this chapter, four models have been explored in the way society views disability. The medical model, the systems theory model, the ecology systems model and the social model have been described. The researcher came to the conclusion that a combination of the system theory-, ecology systems- and the social model would be utilised to create a framework for this research study.

In the following chapter disability as a phenomenon in the context of the above-mentioned theoretical framework, will be described. The conceptualisation and extent of disability, the historical background and the types of disability will be explored. The researcher will limit the disability types to intellectual impairment, visual impairment, hearing-impairment and physical/mobility impairment with specific focus on spinal cord injury. Attention will be given to the problems disabled people have to deal with such as social-, economic-, physical/mobility-

and emotional problems. Stigma and stigmatisation as another barrier to integration will be discussed with focus on stigma promoting acts, the effects of stigmatisation and the confrontation of stigma. The following chapter is of the utmost importance, because of its focus on disability as a phenomenon. Guidelines for a training program for employers to integrate disabled people into the labour market cannot be formulated if disability and the problems disabled people have to deal with are not thoroughly explored, because of the importance to identify the needs of disabled people beforehand.

CHAPTER 3

DISABILITY AS A SOCIAL PHENOMENON

1   INTRODUCTION

In the previous chapter, attention was given to four theoretical models of disability that include the medical model, the systems theory model, the ecology systems model and the social model. It became clear that there are different views regarding disability and that disabled people should be included and integrated into the labour market. There are an estimated 2 657 714 disabled people in South Africa (Statistics South Africa, Census: 1996) which include about 6% of the South African population. Disabled people are therefore an important part of our society and should not be ignored. It is also important to keep in mind that integration of disabled people should realise in the different sectors of society, but especially the labour market. Difficulties however can occur in this integration process, because of the lack of knowledge that exists regarding disability.

This chapter will therefore focus on the concepts of disability and impairment and the way disabled people are viewed by the so-called "normal" society. Definitions, relevant concepts and the historical background of disability and impairment will be comprehensively described. The extent of disability will be further explored and attention will be given to the different types of impairment including visual, hearing-, intellectual and physical impairment. The problems disabled people face as well as stigma and stigmatisation will be discussed. This chapter will conclude with the effects of stigmatisation and the confrontation of stigma. It will become clear during this chapter that disabled people have many barriers to traverse to be integrated into society and to be accepted into the so-called "normal" environment and the open labour market.

2   CONCEPTUALISATION

Human beings give meanings to objects in the social world and subsequently orientate their behaviour toward these objects (Oliver, 1990: 2). Definitions are very important, but also create difficulty when trying to define a concept like disability in a way that will make it comprehensible to others without being offensive of depersonalising. Terminology and definitions change as society and the way we look at society changes. Definitions are therefore important but not static and are bound to change or to expand. Oliver (1990: 11) has the suggestion that the redefining of disability should take place by disabled people themselves and that they must be empowered to identify and describe their own definitions of disability in order to take action. This paragraph will describe different definitions of disability and will conclude with a definition that will be appropriate to the specific needs of this research study.

UPIAS (in Oliver, 1990: 110) proposes the following definitions:

- *Impairment*: Lacking part of or all of a limb or having a defective limb, organism or meganism of the body.
- *Disability*: The disadvantage or restriction of activity caused by a contemporary social organisation, which takes no or little account of people who have physical impairments, and thus excludes them from the mainstream of social activities.

Miller and Sammons (1999: 26) define impairment as "a missing, damaged, deficient, or weakened body part or function" and disability as "the inability to perform one or more major life activities because of an impairment". According to Miller and Sammons (1999: 26-27) major life activities include:

- Caring for oneself in hygiene and homemaking.
- Having full range of movement while standing, lifting, walking and so forth.
- Having intact senses.

- Communicating with others.

- Learning and working.

- Using mental processes such as thinking, concentrating and problem-solving.

- Interacting with others and developing and maintaining relationships.

Stopford (1987: 1) defines disability as "any restriction or lack (resulting from an impairment) of ability to perform an activity in a manner or within the range considered normal for a human being".

The Encyclopaedia of Disability and Rehabilitation (1995: 23, 257) defines disability as "a condition that impairs or imposes restrictions on a person's ability to function at normal or expected levels of mental or physical activity" and an individual with a disability as any person who: "(A) has a physical or mental impairment which substantially limits one or more of such person's major life activities, (B) has a record of such an impairment, or (C) is regarded as having such an impairment".

The Employment Equity Act (Act No. 55 of 1998) defines people with disabilities as "people who have a long-term or recurring physical or mental impairment, which substantially limits their prospects of entry into, or advancement in, employment". The Draft Code of Good Practice of the Employment Equity Act (Act No. 55 of 1998) further defines this definition as following:
"The scope of protection with disabilities in employment focuses on the effect of a disability on the person in relation to the working environment and not on the diagnosis of the impairment".

Only people who satisfy all the criteria in the definition:

- long-term or recurring;

- having a physical or mental impairment;

- which substantially limits,

are considered as persons with disabilities.

Long term means the impairment has lasted or is likely to persist for at least twelve months and **recurring impairment** is one that is likely to happen again and to be substantially limiting. **Progressive conditions** are those that are likely to develop or change or recur. People living with progressive conditions or illnesses are considered as people with disabilities once the impairment starts to be substantially limiting.

Impairment is also further described in the Code of Good Practice of the Employment Equity Act (Act No. 55 of 1998) as following:

(I)   An impairment may be physical of mental.

(II)   **Physical impairment** means a partial or total loss of a bodily function or part of the body. It includes sensory impairments such as being deaf, hearing impaired, or visually impaired and any combination of physical or mental impairments.

(III)   Mental impairment means a clinically recognised condition or illness that affects a person's thought processes, judgement or emotions.

The term "substantially limiting" is also further described in the Code of Good Practice of the Employment Equity Act (Act No. 55 of 1998) as following:

(I)   An impairment is substantially limiting if, in the absence of reasonable accommodation by the employers, a person would be either **totally unable** to do a job or would be **significantly limited** in doing the job.

(II)   Some impairments are so easily controlled, corrected, lessened, that they have **no limiting effects**. For example, a person who wears spectacles or contact lenses does not have a disability unless even with spectacles or contact lenses the person's vision is substantially impaired.

(III)   An assessment whether the effects of impairment are substantially limiting must consider if medical treatment or other devices would **control or correct** the impairment so that its adverse effects are prevented or removed.

(IV)   For reasons of **public policy** certain conditions or impairments may not be considered disabilities. These include but are not limited to:

> Sexual behaviour disorders that are against public policy;

> Self imposed body adornments such as tattoos and body piercing;

> Compulsive gambling, tendency to steal or light fires;

> Disorders that affect a person's mental of physical state if they are caused by current use of illegal drugs or alcohol, unless the affected person in participating in recognised program or treatment;

> Normal deviations in height, weight and strength; and

> Conventional physical and mental characteristics and common personality traits.

In this study disability is a physical or mental condition that limits the person's abilities to function socially and physically and have the effect of him/her being excluded from activities in society and in society as a whole. Disabled people have to deal with the disability as well as with the exclusion from major activities in society and definitions of disability affect the way they are viewed by the society and employers. Disabled people were in most cases segregated and excluded in the past from all major activities in society that includes the labour market. In the following section regarding the historical background of disability, it will become clear how disabled people were viewed in different timeframes in history.

3   HISTORICAL BACKGROUND OF DISABILITY

History, according to Schulman (1980: 35) reminds us "that what is past is prologue to the present and that what is present is a rearranging of ideas, a new patterning of events". The Encyclopaedia of Disability and Rehabilitation (1995: 366) claims that historical change in society's response to differences and disabilities was dependent on the economic, cultural, scientific and religious influences. History placed disabled people into four categories that include the destruction of disabled people, segregation, reversal of the condition and the prevention of deviancy. In the past disabled people were put into institutions and were labelled as "idiots", "imbeciles" or "morons" (Rioux in Rioux & Bach, 1994: 1). Radford (in Rioux & Bach, 1994: 9-11) further states that the past has

been associated with discrimination, institutionalisation, segregation and sterilisation. The non-disabled people that made decisions on behalf of the disabled actually thought that they did it for their own benefit and to protect them from the rest of the society. They thought it best to hide the disabled from the rest of the society and to protect themselves as well as the rest of the society. Modernity has further marginalized disability and the way it is observed and understood by society. Decisions regarding disabled people have been made without them being acknowledged and the "expertise of the professional" was more highly prioritised than the needs of the disabled. The following paragraph is a short summary of the way disabled people were viewed in the past.

The *Ancient Greeks* (2000BC – 476AC) had high civilisation standards and left important contributions to our classical heritage in the fields of education, arts and culture. They, however, considered disabled people as "nuisances and useless". A health committee was established to examine every newborn child for unwanted defects. Unwanted infants were drowned in the Euratos River or abandoned on the Taiyetos Mountains. Sometimes the parents of disabled children abandoned them near temples where these children were raised by childless couples as slaves. There was no room for dependent individuals in their hedonistic lifestyles and the primary response to the disabled individuals was rejection.

The *Ancient Romans (755BC – 65AC)* were a little more tolerant toward disabled people and only very deformed children were placed in baskets on a river. All other children were allowed to reach the age of three before a final decision was made. The first Roman emperor, Julius Caesar, had epilepsy and this supported the notion that the ancient Romans were more tolerant toward disabled people (Schulman, 1980: 35-36; Encyclopaedia of Disability and Rehabilitation, 1995: 367; Van Vuuren, 1997: 60-61).

The *Ancient Jews (2150 – 70BC)* saw children as a gift from God and an important part of the community. The murdering of disabled children was viewed as a heathen custom and was not enforced in Israel. Tolerance and pity

for the disabled emerged with *Christianity (0 – 313AD)* and comfort and care was the foremost responses to the disabled individuals. The Bible is very clear of the miracles Jesus performed by making blind men see, a physically impaired man walk and a deaf/mute man hear and talk. Jesus had a positive attitude towards disabled people, but the rest of the community did not always accept disabled people. The Christian Church had gradually begun to take pity on disabled people and the churches and monasteries provided sanctuary to disabled people.

During the *Middle Ages (500 – 1500 AD)* tolerance declined and settled into unconcern, ridicule and superstition in this timeframe. Religious beliefs held that disabled people or their parents were punished by God or possessed by Satan and they were removed from the mainstream of society or killed. Disabled people served as fools or jesters primarily for the amusement of royalty or were regarded as innocents, children of God (Schulman, 1980: 35-36; Encyclopaedia of Disability and Rehabilitation, 1995: 367; Van Vuuren, 1997: 61-65).

During the *Renaissance (14-16th century)*, many contrasting attitudes were supported. Individualism and relief from human suffering flourished, but in this ray of hope, superstition also persisted and disabled people were condemned as "filled with Satan". Persecution and economic exploitation were the order of the day. The *Reformation period (16-18th century)* brought forward a scientific and empirical approach and education for all children to develop their potential. New technology was developed by Braille (writing that will help blind people read) and Pereire (technique to help deaf people speak) to facilitate disabled people (Schulman, 1980: 35-36; Encyclopaedia of Disability and Rehabilitation, 1995: 367; Van Vuuren, 1997: 67).

During the *Eighteenth century* the role of scientific inquiry and proposed philosophies induced changes in the care and training of disabled people. Associationist and sensory concepts were implemented when dealing with impairments. These concepts supported the fact of the impact of environment stimuli and early intervention on the mental development of the individual.

These viewpoints were altered eventually and gave way to the concept of heredity rather than environment factors. Ignorance intermixed with assimilation and tolerance prevailed during this timeframe (Schulman, 1980: 36-37).

The *Nineteenth century* marked the emergence of humanitarianism and developmental orientation at the beginning of this era. This timeframe was known for its positive climate recognising the significance of environmental forces in the intellectual, social, emotional and physical development of the individual. Planned training and education programs were developed and schools for the "idiots" were opened. This unfortunately made way for stringent economic measures and dehumanisation at the end of the nineteenth century and a shift took place from "making the deviant undeviant" to "shelter the deviant from society" to "protecting society from the deviant". The pace of industrialism, financial gain and technology excluded the disabled person from society (Schulman, 1980: 37-42).

At the end of the nineteenth century political and social influences led to the federal governments' assuming responsibility for dealing with societal problems. At the beginning of the *twentieth century,* however, serious threats existed to the welfare of disabled persons. For 30 years disabled people were viewed as public menaces and a period of pessimism and public concern prevailed. A period of protective isolation followed, because the public wanted to be saved from the scourge resulting from the birth of intellectually impaired children and harassment and the oppression of disabled people regarding homes, jobs, social life etc. were the order of the day. New findings, however, asked questions about disability and this lead to educational practices such as early intervention procedures, initiation of the psycho-educational clinic for diagnosis and prescription of training needs, diagnostic teaching in ungraded classes, special education for disabled children in the community and vocational training. The economy also had a huge impact on the way disabled people were viewed by society. Community-based programs, services with normalisation and the least restrictive environment served as guiding ideologies in the 1960's and 1970's. The independent living movement came to light when a group of blind

students and wheelchair users formed an organisation and hired readers and attendants. The focus of rehabilitation was changing from the individual with a disability to the environment and the elimination of discriminatory practices (Schulman, 1980: 42-48; Encyclopaedia of Disability and Rehabilitation, 1995: 367-370).

In 1990 the Americans with Disabilities Act (ADA) was passed and proclaimed the participation of disabled people in the mainstream of daily life, as an American right. As the legislative basis for disability rights developed, the research and training aspects of the rehabilitation movement continued to mature and specialisation according to different types of disabilities as well as standards of quality were developed. Principles and programs of living and learning and working skills were developed and the psychosocial rehabilitation model emphasised re-socialisation, skill-building and community support (Encyclopaedia of Disability and Rehabilitation, 1995: 371). It is very clear that mainstream society today have realised that disabled people should be included and not excluded from society. It however will still take time to break down barriers created by stigma and the history of exclusion.

The past has caused barriers between disabled individuals and society. Today these barriers are, slowly but surely, in a process of being broken down. The extent of disability is an important focus point in this specific research study, because it will create an understanding of how many peoples' lives are affected by disability and what type of disability are the most prevalent in our society. In the following section, attention will given to the extent of disability with reference to Statistics South Africa (Census, 1996) and The White Paper on Integrated National Disability Strategy (1997).

4   EXTENT OF DISABILITY

The White Paper on Integrated National Disability Strategy (1997:1) states that there is a lack of reliable information on the nature and prevalence of disability in South Africa. Statistics are also unreliable, because:

- There are different definitions for disability.
- Different survey technologies are used to collect information.
- There are negative traditional attitudes toward people with disabilities.
- There is a poor service infrastructure for people with disabilities in underdeveloped areas, and
- Violence levels (in particular areas at particular times) have impeded the collection of data affecting the overall picture.

There are, however, some useful statistics available from the Central Statistical Service (CSS) and the United Nations Development Programme (UNDP)(The White Paper on Integrated National Disability Strategy, 1997: 1) which estimates that in 1990, 5,2% of the world population was experiencing moderate to severe disability. This ranged from 7,7% in so-called developed countries to 4,5% in less developed areas. In 1995 the CSS reported a disability prevalence of 5% in South Africa. According to Statistics South Africa (Census, 1996) a total of 2 657 714 people in South Africa is disabled. The population of South Africa was about 42 million in 1997 (Barker, 1999: 3). An estimated 6% of our population is consequently disabled. The following graphic representations, Figures 2-4, will portrait the different types of disabilities and the extent of each type of disability, disability by type and gender and the disabled population by province.
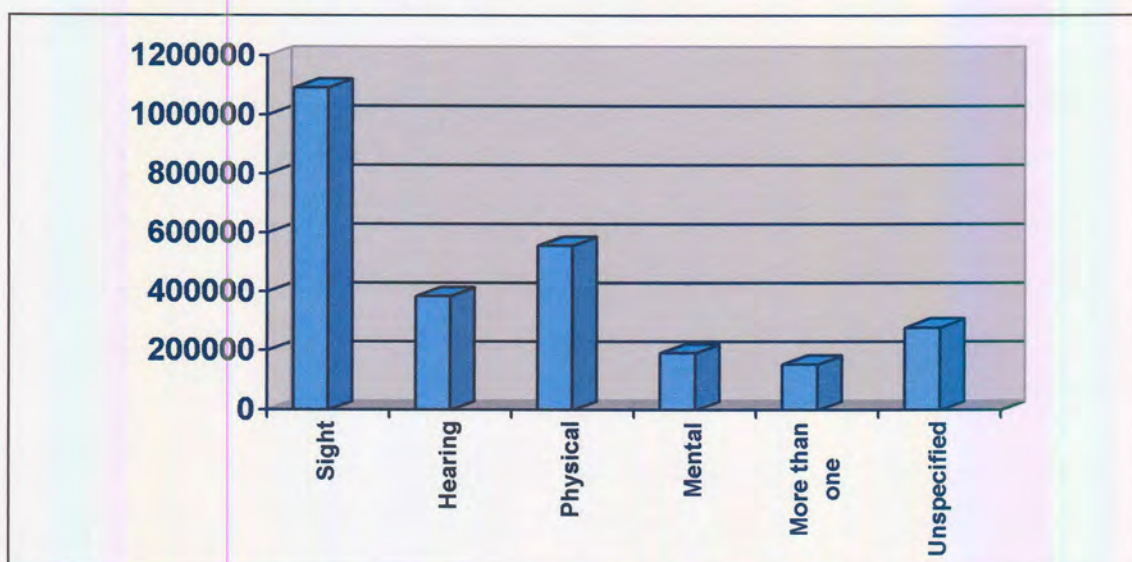
Figure 2: Extent of different types of disabilities in South Africa

According to Figure 2, visual impairment is the type of disability with the largest prevalence (42%) in South Africa. 6% of the disabled population have more than one disability, while 7% of the disabled population have a mental impairment in South Africa. 10% of disabled people are unspecified.
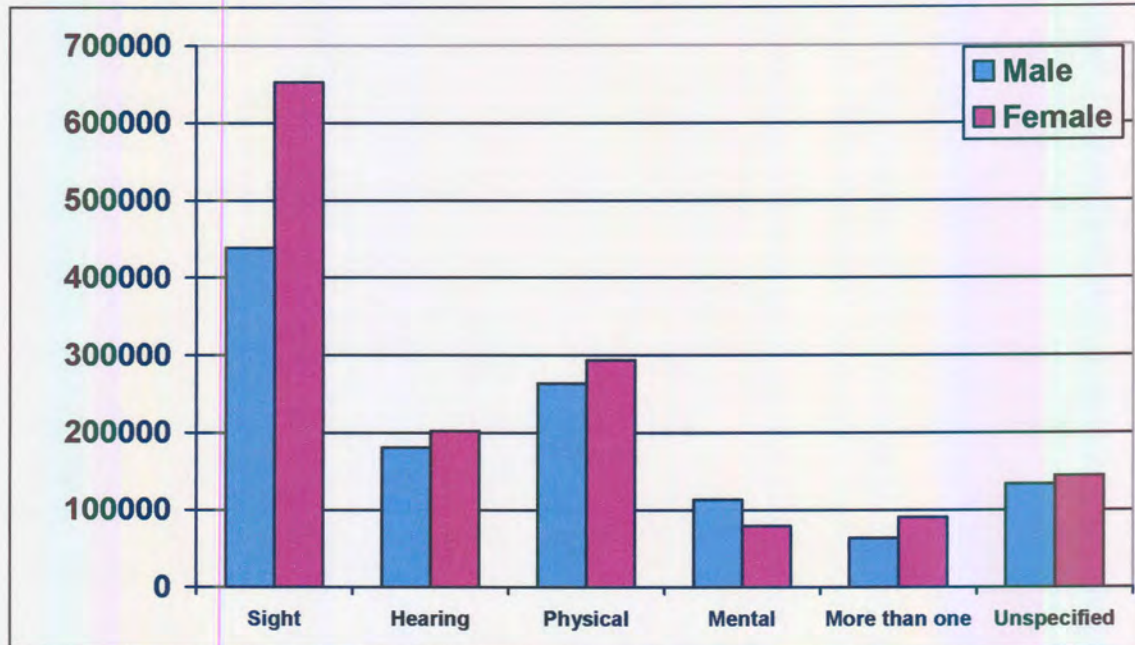
Figure 3: Disabled population by gender

Figure 3 illustrates that with the exclusion of mental disabilities, more females are disabled than males in South Africa. Visual impairment has the largest prevalence in South Africa (Statistics South Africa -Census, 1996).
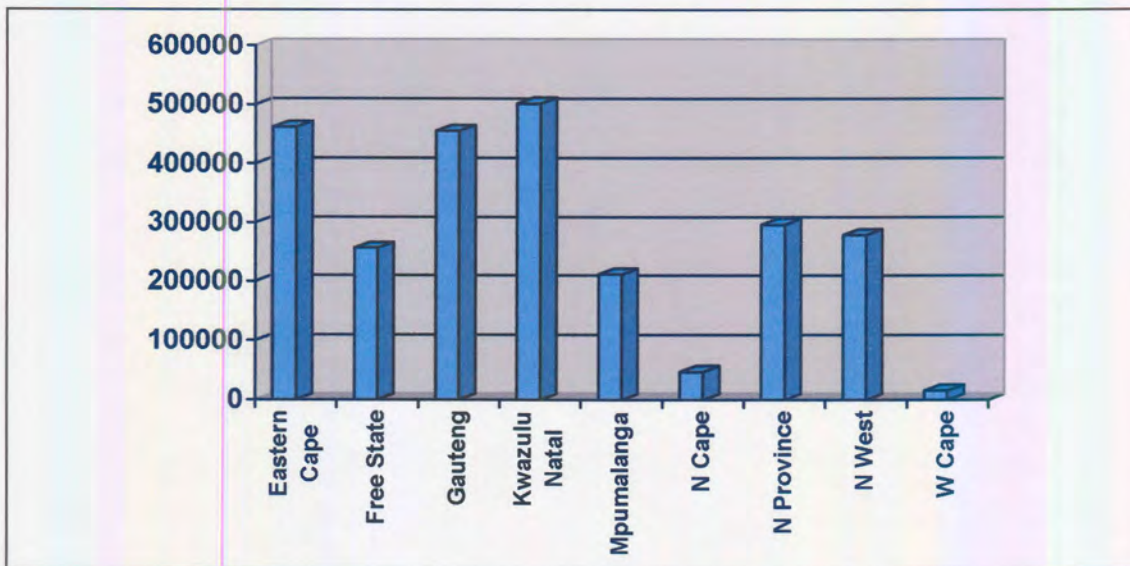
Figure 4: Disabled population by Province

Figure 4 illustrates Kwazulu Natal as the province with the most disabled people and Western Cape the least. These Statistics are according to Statistics South Africa (Census, 1996).

Statistics are useful when identifying the extent of certain phenomena in society. The extent of disability is an important factor, because it places focus on the number of people in our society who are disabled. About 5-6% of our country is disabled, but it is uncertain how realistic these numbers are. The statistics that the researcher has received from Statistics South Africa (Census, 1996) have identified five types of disability that include sight, hearing, physical, mental and more than one disability. The researcher has decided to focus on four of these types of disability in this study and include, visual, hearing-, intellectual and physical impairment. It will be described accordingly.

5   TYPES OF DISABILITY

According to the White Paper on the Integrated National Disability Strategy (1997:8) the causes of disability are as follows:

- Violence and war
- Poverty.
- Lack of information.
- Failure of medical services.
- Unhealthy lifestyles.
- Environmental factors for example accidents, natural disasters and pollution.
- Accidents.
- Social environment.

Different authors have categorised different types of disability differently. Table 2 will illustrate the categorising of disability according to different authors.

Table 2: Different types of disability

Kearney (1994)	Stopford (1987)	Schloss (1984)	Miller & Sammons (1999)
Physical impairment that include a contagious disease, cosmetic disfigurement or anatomical loss in one or more system.	Neuro-muscular disorders.	Auditory handicaps.	**People who look different** (Missing body parts, atypical body size, skin differences, visual impairment etc.)
Mental or psychological disorder that include mental retardation, organic brain syndrome, emotional or mental illness and specific learning disabilities	Communication disorders.	Visual handicaps.	**People who move differently** (unpredictable-, uncoordinated-, repetitive- and restricted movement.)
	Metabolic disorders.	Physical and health disorders	**People who communicate differently** (hearing and speech impairments & stuttering).
	Blood disorders.	Speech and language impairments.	**People who behave differently** (mental illness, mood disorders etc).
	Bone disorders.	Specific learning disabilities.	**People who learn differently** (learning disabilities and mental retardation).
	Chest/heart disorders.	Mental retardation.	**People with nonvisible disabilities** (sensory-, body function-, neurological- and immune system impairments. Learning disabilities, mental illness and pain.
	Skin disorders.	Behavioural disorders.	

It is clear from Table 2 that disability is categorised in different ways by different authors. Kearney (1994) only distinguishes between physical and mental impairment, while Stopford (1987) and Schloss (1984) identified more categories that include more types of disabilities. Miller and Sammons (1999) however categorised disability according to the way disabled people are viewed by society, by creating a social framework. It became clear to the researcher that in order to describe and discuss the different types of disability, a decision has to be made regarding the types of disability that will be identified for the purpose of this study. The researcher has categorised and narrowed the types of disabilities down to the following types of disability for the purpose of this study. These types of disability include, visual impairment, hearing-impairment, intellectual impairment and physical/mobility impairment.

5.1 Sensory impairment: Visual

5.1.1 Introduction and definition

Visual function refers to a person's ability to obtain visions through the eyes, in different shapes, sizes, distance, motion, colour or other characteristics. The major visual functions include acuity, depth perception, field of vision, accommodation and colour vision (Encyclopaedia of Disability and Rehabilitation, 1995: 116). Visual impairment is a condition where a person is classified as blind or partially blind and not able to use his sight to gather information about the external environment. Hoover and Bledsoe in the Encyclopaedia of Disability and Rehabilitation (1995: 117) define visual impairment as "any deviation from the generally accepted norm that effects central visual function, peripheral visual function, binocular visual function, or colour perception. The deviation may be anatomic or functional, partial or total, and temporary, reversible, progressive, or permanent". Schloss (1984: 25) defines visual impairment as the result of reduced visual acuity, a limited field of vision, defective colour vision, or an external muscle imbalance. According to Stopford (1987: 146) and Tobin (1994: 1) the statutory definition for blindness is "that a person should be so blind as to be unable to perform any work for which eyesight is essential". If a person's best-corrected visual acuity is such that he

can see only three metres or less, what someone with normal vision can see at 60 metres, then the ophthalmologist can recommend entry on the blindness registers (Tobin, 1994: 1). A partially sighted person is defined as "one who is substantially or permanently handicapped by defective vision caused by congenital defect or illness or injury, but not so blind as to be unable to perform any work for which eyesight is essential. Visual acuity of between 6/60 and 6/18 with good or contracted fields can constitute partial sight" (Tobin, 1994: 99). Schloss (1984: 25-26) classifies visual handicaps by two major categories that include:

- *Partially sighted* in which visual acuity is better that 20/200, but worse than 20/70 in the better eye with correction.
- *Legally blind* in which visual acuity is 20/200 or less for distance vision in the better eye, with correction; or visual acuity of 20/200 or more if the widest diameter field of vision subtends an angular distance less than or equal to 20 degrees.

The educational definition of partial sight refers to "pupils who by reason of defective vision cannot follow the ordinary curriculum without detriment to their sight or to their educational development, but can be educated by special methods involving the use of sight" (Tobin, 1994: 99). It is thus important to keep in mind that visual impairment includes blindness and partial blindness, but that the degree of impairment differs from person to person. The visual impairment generally denoted by the term "blindness" varies according to at least four variables. These include the degree of sight retained, the age at onset of blindness, the time lapsed since the onset of blindness and the cause and the kind of onset (Encyclopaedia of Disability and Rehabilitation, 1995: 116-117). Tobin (1994: 3) identified other classificatory factors that include the person's chronological age, the age of onset and the degree and extent of any remaining vision. Other senses like hearing and touch becomes more dominant senses and the visual impaired person become more reliant upon these senses (Stopford, 1987: 145-146).

According to Statistics South Africa (Census, 1996), 1 092 022 people (42% of the disabled population) has a visual impairment. It is the most prevalent type of disability in South Africa. The causes of visual impairment will be discussed in the next section.

5.1.2 The causes of visual impairment

Stopford (1987: 146-147) identified the following causes of visual impairment:

- *Diabetic retinopathy.* This sickness causes a general loss of vision, quite suddenly and occurs between the age group 40-60. This is a result of deterioration of the retina due to long-term diabetes and high blood pressure.

- *Glaucoma.* This is a loss of peripheral vision, leaving clear residual central vision until a very late stage.

- *Cataract.* This is a condition where the crystalline lens becomes increasingly opaque and eventually needs to be removed surgically.

- *Macular degeneration.* This condition occurs when degeneration within the central portion of the retina results in images that become increasingly ill-defined with a central "hole" in the vision.

5.1.3 Summary

Visual impairment is part of the sensory impairment classification. A person who is blind or partially blind do not have the ability or have limited ability to use the sense of vision to perceive and gather information about the environment. Blind or partially blind people have the ability to be integrated into society, but it is clear that the barrier of stigma and technology inefficiencies have to broken down before re-integration into the labour market can prevail. The next section will focus on hearing as sensory impairment.

5.2   Sensory impairment: Hearing

5.2.1 Introduction and definition

According to Stopford (1987: 137), up to ten million people in the UK have hearing difficulties. The Encyclopaedia of Disability and Rehabilitation (1995: 239) estimates that there are 21 million people in the United States who have hearing problems. According to Statistics South Africa (Census, 1996) 383 408 (14% of the disabled population) people in South Africa has a hearing disability. Persons are considered deaf if their hearing loss is such that they are unable to hear or understand speech and must rely on vision for communication. The term "hard of hearing" refers to a "hearing loss from 25 decibels to 90 decibels and the individual communicates by using a combination of strategies that rely on residual auditory ability enhanced by a hearing aid or assistive listening device and often supplemented through lip-reading or other visual means" (The Encyclopaedia of Disability and Rehabilitation, 1995: 239). Schloss (1984: 22) defines deafness and hearing impairment as following: "The deaf are defined as those individuals whose hearing loss is so severe at birth or during the prelingual period that it precludes the normal acquisition of language comprehension and expression. The partially hearing are persons whose hearing loss, although significant in degree, was acquired either after the critical period of language acquisition, thus enabling the individual to develop some communicative skills, or does not totally impair oral language development".

The outer and middle ears are responsible for conducting sound through the eardrum and the ossicles to the oval window. Any interruption to this process is called "conductive deafness". The cochlea is a sense organ of hearing and is connected to the brain. Damage to this organ also causes nerve deafness or perceptive deafness. Recruitment is a problem associated with nerve deafness and this leads to a situation where quiet sounds cannot be heard, while loud sound appears louder and sometimes painful. 2 out of 3 deaf people can also experience Tinnitus that is a condition where the person hears ringing or whistling noises in his head that is caused by tiny abnormalities in the cochlea or auditory nerve (Stopford, 1987: 137).

5.2.2 Degree of hearing loss.

Hearing loss may be measured in various ways. According to Nowell and Marshak (1994: 3) the two most common ways are: the puretone audiogram (thresholds of hearing care determined at distinct octave intervals across the primary range of hearing) and Speech Reception Thresholds (threshold levels are determined by asking the client to repeat bi-syllabic words presented with equal stress on both syllables). The degrees of hearing loss are mild, moderate, severe and profound. A person with mild hearing loss is just able to perceive the sound of soft conversational speech. A person with a moderate hearing loss may be barely aware of average conversational speech. A person with a severe hearing loss may just be able to hear loud conversational speech. And a person with profound hearing loss cannot hear the sound of conversational speech at all (Nowell & Marshak: 1994: 3). Corker (in Hales, 1996: 54) has identified 4 degrees of deafness and the barriers that are experienced. These include:

- *Hard of hearing.* (Medical definition). Barriers include communication, social and attitudinal.
- *Deafened.* (Medical and social definition). Barriers include communication, social and attitudinal.
- *Deaf.* (Medical and social definition). Barriers include communication, linguistic, educational and attitudinal.
- *Deaf.* (Socio-cultural definition). Barriers include the oppression of the Deaf identity, failure to recognise sign language and other attitudinal and cultural barriers.

Schloss (1984: 23) categorises hearing impairment as follows:

- *The deaf:* in those in whom the sense of hearing is non-functional for the ordinary purposes of life. This general group is made up of two distinct classes based entirely on the time the loss of hearing occurred. These include the congenitally deaf (those who were born deaf) and the

adventitiously deaf (those who were born with normal hearing, but in whom the sense of hearing becomes non-functional later through illness or accident).

- *The hard of hearing*: those in whom the sense of hearing although defective, is functional with or without a hearing aid.

Hearing impairment has different categories or degrees, which has an effect on the integration of the hearing impaired person into society and the labour market. It is however also of importance to establish a framework of the causes of hearing impairment. It will be described accordingly.

5.2.3 The causes of hearing impairment

A distinction can be made between hearing impairment that has occurred during the pre-lingual period (congenital and neonatal impairment) and the post-lingual period. The pre-lingual period is before the child has learnt to appreciate sound and learn to speak. The post-lingual period is hearing impairment that occurs when people have already learned how to speak and observe sound (Stopford, 1987: 138). The causes according to these distinctive categories will be described according to Ellis (1986: 126-136); Nowell and Marshak (1994: 3) and Stopford (1987: 138-139):

5.2.3.1 Pre-lingual period

- Malformation of the cochlear nerve. Some varieties of congenital nerve deafness are inherited.
- Congenital defects or absence of the outer, middle and inner ear.
- Maternal rubella occurring during the first three months of pregnancy is likely to cause damage to the foetus's cochlea.
- Cytomegalovirus can cause widespread damage to a developing foetus, while having little effect on the pregnant mother. This damage can include hearing-visual- and intellectual impairment.

- Toxopasmosis is a protozoal infection that causes little problem to an adult, but causes widespread damage to the growing foetus.

- Syphillis can cause an infection that results in hearing and intellectual impairment.

- Drugs in pregnancy have been a cause of deafness. This included mostly drugs that were given to the mother when treating tuberculosis and meningitis.

- Head injury at birth and anoxia may also result in hearing impairment.

- Peri-natal complications associated with pre-maturity.

- Rh incompatibility.

- Diseases often associated with the birth process such as herpes.

5.2.3.2   *Post-lingual period*

- Otitis media (inflammation of the ear) causes hearing impairment especially when the condition is allowed to continue or be recurrent.

- Otosclerosis causes a conductive hearing loss and may also affect the cochlea, giving rise to sensori-neural loss.

- Meningitis or encephalitis.

- Complication of mumps and measles.

- Noise-induced hearing loss.

- Traumatic injury.

- Toxic action of certain drugs.

- Blockage of the external auditory meatus by wax or a foreign body is a simple cause of hearing loss that can easily be remedied.

- Presbyacusis is the hearing loss caused by old age.

5.2.4 Summary

A hearing impairment can include deaf people as well as people who has mild, moderate or severe hearing impairments. People with a hearing impairment have difficulty to understand and to communicate with the hearing society and the barriers of communication has to be broken down, before integration of deaf

people in the hearing society can prevail. In conjunction with the social theoretical model, society itself causes a barrier to deaf people by not accommodating their communication needs. Society does not always have knowledge of the way barriers are created that excludes disabled people from all major activities and do not always understand the social phenomenon of disability. In the next section intellectual impairment will be explored as a disability.

5.3 Intellectual impairment

5.3.1 Introduction and definitions

Intellectually impaired people are like all other people, like some other people and like no other person. They are like all other people because of their human characteristics, they are like some other people because no person has the same experience, but can live in a similar community and they are like no other person because of their uniqueness (Schulman, 1980: 2-4). Different terms have been identified to describe people who are intellectually impaired (Schulman, 1980; Kearney, 1994; Miller & Sammons, 1999; Ford in Hales, 1996; Palley & Van Hollen, 2000). These include mental impairment, mental disability, developmental disability, learning disability and mental retardation. For the purpose of this study, the researcher will utilise the term *intellectual impairment*, which is at this moment the term that is most likely to be used by professionals in South Africa.

Grossman (in Schulman, 1980: 436) defines intellectual impairment as "significantly sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviour and manifested during the developmental period." According to the Employment Equity Act, 1998 (Act no. 55 of 1998), mental impairment is defined as a "clinically recognised condition or illness that affects a person's thought processes." According to Palley and Van Hollen (2000: 181) the 1994 Developmental Disabilities Assistance Act and Bill of Rights Act Amendments define developmental disability as " a chronic, severe disability of an individual five years of age or older that:

- is attributable to a mental of physical impairment or combination mental or physical;

- is manifested before the individual attains the age of 22;

- is likely to continue indefinitely;

- results in substantial functional limitations in three or more of the following areas of major life activity – (I) self-care; (ii) receptive and expressive language; (iii) learning; (iv) mobility; (v) self-direction; (vi) capacity for independent living; (vii) economic self-sufficiency;

- and reflects the individual's need for a combination and sequence of special, interdisciplinary or generic services, support or other assistance that is of a lifelong or extended duration and is individually planned and co-ordinated."

Intellectual impairment is therefore a condition that affects the individual's thought and intellectual processes in such a manner that he/she has difficulty in functioning in the society, environment or community. These difficulties are caused by the person's limited intellectual capabilities that cause limitations in employment possibilities, specialised schooling and social opportunities.

Intellectual impairment causes shortcomings in motorial, cognitive, perceptual and language development and social adaptation (Van Vuuren, 1997: 55). This complicates the process of adulthood and has implications for them functioning as independent adults. Intellectual impairment is further stated as a socio-cultural concern and the impact of it depends on the society's needs, aims, culture, beliefs, complexity and social consciousness (Van Vuuren, 1997:57). In South Africa, according to Statistics South Africa (Census, 1996) a number of 192 553 (7% of the disabled population) people have a mental disability.

5.3.2 Classification of levels of intellectual impairment

Ford (in Hales, 1996: 57) describes learning impairments as "an impairment of intellectual functions, which occurs before adulthood and results in significant disabilities in day to day life. Ford (in Hales, 1996: 57); Hogg and Sebba (1986:

3) and Schulman (1980: 10) identified the following levels of intellectual impairments:

- *Mild* (IQ 55-69 or ranging from 50-55 to 70). People with a mild intellectual impairment can function fully independent in self-care, but have only basic reading and writing skills

- *Moderate* (IQ 40-54 or ranging from 35-40 to 50-55). People with a moderate intellectual impairment have limited language skills and need help with self-care and certain tasks.

- *Severe* (IQ 25-39 or ranging from 20-25 to 35-40). People with severe intellectual impairment have the ability to use some words/gestures for basic needs and will be able to take part in supervised activities.

- *Profound* (IQ 25 and below). People with profound intellectual impairment have limited communication skills and no self-care skills.

Even though this classification system classifies intellectual impaired people into different categories, the focus should stay on the abilities and skills that the person does have in order to develop his/her potential and to promote quality of life. The researcher has experienced that these descriptions are only an indication of the abilities and skills people from these different levels of intellectual impairment can acquire. The abilities and skills are very unique to every intellectual impaired person and some abilities and skills can be acquired with necessary and ongoing training and practice.

5.3.3 The causes of intellectual impairment

According to Ellis (1986: 125-131) and Van Vuuren (1997: 33-36), the causes of intellectual impairment are as follows:

- *Pre Natal factors.* This includes infections prior to birth that are carried through the mother to the foetus. These infections include rubella, syphilis and Toxoplasmosis. The Human Immuno-deficiency Virus (HIV) and Acquired Immune Deficiency Syndrome (AIDS), Cytomegalovirus

(CMV) can also cause disability of children. Drug abuse and alcohol poisoning can cause a condition called Foetal Alcohol Syndrome that is a cause of intellectual impairment and retarded motorial development. Chromosome defects can also cause intellectual impairment. Examples of chromosome defects include Down Syndrome, Martin-Bell Syndrome, Klinefelter and Turner Syndrome. Rhesus-incompatibility and irradiation are further causes of intellectual impairment.

- *Peri-natal factors.* Infants born prematurely are particularly prone to intellectual deficit and brain trauma during the birth process causes intellectual impairment. Brain trauma includes brain haemorrhage and anoxy (lack of oxygen).

- *Post-natal factors.* These include brain damage that develops after birth, e.g. motor accidents, child abuse, tumours and meningitis.

5.3.4 Summary

Intellectual impairment is a condition that affects the individual's thought and intellectual processes in such a manner that he/she has difficulty in functioning in the society, environment and community. The different levels and causes of intellectual impairment have also been discussed in this paragraph. According to the Social model, it is clear that society does not always accommodate people who have disabilities, especially people with physical/mobility impairments, by creating a wheelchair inaccessible environment. Physical/mobility impairment with special attention to spinal cord injury will be viewed in the following section according to the social model that states that inaccessible environment is the cause of exclusion.

5.4 Physical/mobility impairment: Spinal cord injury

5.4.1 Definition

Physical impairment is defined by the Code op Good Practice of the Employment Equity Act (Act No. 55 of 1998) as " a partial or total loss of a bodily function or part of the body". In South Africa (according to Statistics

South Africa – Census, 1996) 557 774 (21% of the disabled population) people have a physical disability. There is however no certainty what type of physical disabilities these numbers represent as different people have identified different categories regarding the different types of physical disabilities. In the beginning of this section of types of disability, the categories of the different types of disability have been described according to different authors. Stopford (1987) for example categorised disability under different categories that include neuro-muscular-, communication-, metabolic-, blood-, bone-, chest/heart- and skin disorders. Physical impairment is categorised under neurological disorders and this include Alzheimer's disease, cerebral palsy, epilepsy, multiple sclerosis, Parkinson's disease, stroke, tuberous sclerosis and spinal cord injury. Napolitano (in Hales, 1996: 30) refers to physical impairment as mobility impairment and describe it as the limitations that can be experienced in physical functions like walking, running, climbing and standing and where the person is dependent on a wheelchair. Physical impairment can thus include so many different disabilities that it will be impossible to explore it all, even though the researcher acknowledges it. The researcher has decided to include spinal cord injury as part of this research study regarding disability, because of the social theoretical model that views disability as society's responsibility. And because of the mobility impairment that is caused by accessibility problems and society's inability to address this issue.

Spinal cord injury is defined as " an injury to the spinal cord as a result of trauma or disease. It included injuries with some degree of neurological impairment, such as muscular weakness, paralysis, loss of sensation, or loss of bladder control and does not include those with back injuries or spinal fractures without neurological deficits" (Encyclopaedia of Disability and Rehabilitation, 1995: 689).

5.4.2 Spinal cord injury

Spinal cord injury as physical impairment will be described according to Stopford (1987: 50-55) and the Encyclopaedia of Disability and Rehabilitation (1995: 688-689). The spinal cord is composed of nerves that carry motor,

sensory and autonomic information between the brain and the rest of the body. The spinal cord has thirty segments – eight cervical, twelve thoracic, five lumbar and five sacral. Damage to the spinal cord nerves caused by the back or neck being broken in vehicle accidents, acts of violence and recreational sporting activities can result in paralysis. Other causes of spinal cord injury include vascular injuries, tumours and inflammatory diseases. Sometimes disease or loss of blood to the spinal nerves produces the same effect. Muscle power and sensation are lost or reduced from the point of the spinal-cord break downwards. Paraplegia is the paralysis of the lower limbs and parts of the body. Damage to the thoracic-, lumbar- or sacral segments cause paraplegia. Quadriplegia (sometimes known as Tetraplegia) is the paralysis of all four limbs to varying degrees. Damage to the cervical segments causes quadriplegia. When one limb is affected, it is called monoplegia or when one side of the body is affected then it is called hemiplegia.

Any injury of the spinal cord needs to be regarded as very dangerous and is likely to result in paralysis if not expertly handled. Treatment of spinal cord injuries should be specialised and emotional support to the victim and the family are very important, because of the emotional distress the victim and family undergoes. Grief therapy and emotional support should be part of the rehabilitation by with physiotherapists, doctors, occupational therapists and care givers. A paraplegic or a quadriplegic person lost the function of his legs and must make use of a wheel chair. Adaptations should be made to help the mobility of this person in order to help him to function independently in the society.

5.4.3   Summary

A person who has a physical/mobility impairment has lost or has partially lost the ability to use parts of the body that enable him to walk and faces barriers caused by stigma and the physical environment. Society was never sensitive to the needs of people with physical/mobility impairment and exclusion occurs especially through physical barriers. Integration and inclusion can occur when society has made the environment more accessible to people with

physical/mobility impairment. It is important that people with physical disabilities stand up for their rights and advocate for the breaking down of physical barriers.

5.5 Conclusion

During this section the different types of disabilities were explored. Attention was given to visual, hearing-, intellectual and physical/mobility impairment. There exist different types of disability, but for the purposes of this study, attention was only given to these four types of disability. The following section will explore the problems that disabled people have to deal with and attention will be given to the social, economical, physical/mobility and emotional problems.

6 THE PROBLEMS DISABLED PEOPLE HAVE TO DEAL WITH

6.1 Introduction

Disabled people who live in a so-called "normal society" have obstacles to overcome. People who do not have disabilities tend to view disabled people in a certain manner that inhibits the disabled person to function independently. Major problems identified by disabled people will be discussed according to Suarez de Balcazar, Bradford and Fawcett (in Nagler, 1990: 3-12) as well as other authors. The researcher has categorised these problems in the following headings namely social problems, financial and employment problems, physical and mobility problems and emotional problems and will discuss it with reference to different issues and problems identified by different authors.

6.2 Social problems

Disability is often called a social construct that means that it is best understood in terms of how the society perceives disability (Olkin, 1999: 24). Exclusion from society is one of the main barriers disabled people have to face (White Paper on Integrated National Disability Strategy, 1997: 4). Women with disabilities, children with disabilities, people with severe intellectual disabilities,

elderly people with disabilities, people with disabilities living in remote rural areas, youth with disabilities, people with HIV or AIDS and people with multi-disabilities have been targeted by the White Paper on Integrated National Disability Strategy (1997: 4-7) as the disabled people being the most excluded from society. Macfarlane (in Hales, 1996: 6) supports this as following: "Disabled people are largely "written off", there were no expectations/low expectations of what disabled children and adults would achieve". Society on the other hand has the perception that the disabled person is not quite human and exercises varieties of discrimination that reduces the disabled person's life chances (Goffman, 1963: 5). It is clear to the researcher that society most of the time views disabled people in a manner that causes exclusion and not integration. As earlier discovered in the social theoretical model, the circumstances of people with disabilities and the discrimination they face are created socially and not because of the disability (The White Paper on Integrated National Disability Strategy, 1997: 11). These social problems lead to emotional problems and other problems related to stigma.

According to Suarez de Balcazar et al. (in Nagler, 1990: 10) the way the media portray disabled people can cause the exclusion of disabled people from society. The media portray disabled people in a negative and unrealistic way, preferring the sensational or pitiful and do not provide enough information about services that is available to disabled persons. Apart from the fact that disabled people feel excluded from society, society sometimes makes them feel that they are standing out, are different and they will consequently respond to these differences. Other times disabled people feels ignored or invisible, by people seeing and reacting to the disability and not the person (Olkin, 1999: 81). Exclusion by stigma, misconceptions or media has major effects on the lives of disabled people and this leads to feelings of rejection and low self-esteem. This exclusion may also cause stereotyping and discrimination in employment and other social activities. The way society views disabled people also has an effect on the economic functioning and the mobility and emotional problems disabled people face and has a link with stigma and stigmatisation. These concepts will be described in the following sections.

6.3   Economic and employment problems

Disabled people are not in employment and do not receive any financial compensation other than a small amount from the State from which they are totally dependent upon for their basic survival (White Paper on Integrated National Disability Strategy, 1997: 2). The occurrence of disability places heavy demands on the family morale and expenses and drives them deeper into poverty. This phenomenon also hinders the development and stimulation process of the person with a disability. Doyal (in Oliver, 1990: 13) further states: "Not only does disability guarantee the poverty of the victim but, most importantly, poverty is itself a major cause of disability".

According to the White Paper on Integrated National Disability Strategy (1997: 2-3) only 30% of the disabled people in South Africa received the average grant of R640 per month. Sometimes these grants have to support the whole family. Sometimes the family hinders the disabled person to get a job, because it will then mean that he will lose the grant received from the Government. 99% of disabled people are excluded from the open labour market. Suarez de Balcazar et al. (in Nagler, 1990: 5-6) emphasise that in the USA the discrimination against people with disabilities is prevalent in the workplace and qualified disabled individuals are not given the same opportunity as non-disabled individuals. It is also stated that job opportunities are very limited for disabled people. Reasonable accommodation in the workplace is not provided and there is an uncertainty about the rights of disabled people as well as training and assistance in finding job facilities.

Assistive devices such as wheelchairs are very expensive and medical aids do not cover it at all. Most people with disabilities do not have enough money to purchase special devices Suarez de Balcazar et al. (in Nagler, 1990: 3). Medical services are very expensive and people with disabilities cannot afford regular non-emergency medical care and medications. Disabled people cannot afford health insurance and they cannot qualify for health insurance because of their disability (Suarez de Balcazar et al. in Nagler, 1990: 7, 9).

6.4   Physical/mobility problems

Persons with physical/mobility impairment have limitations in physical functions like walking.   Most transport, toilets, stores, shopping centres, hotel accommodation, and buildings are not designed to accommodate mobility impairment and causes immobilisation. Sometimes there is good or reasonable access into buildings, but the non-disabled staff and users render this ineffective by the ignorant way in which they use it, for example, a disabled toilet used as a janitor closet.   Apart from the physical accessibility into buildings, the psychological access into buildings is very important. An example of this is when disabled people cannot go through the front door to enter a building, but has to enter the building through the kitchen, passing garbage bins. This makes them feel unimportant and inferior to people without mobility impairment and causes anger, frustration and dependency among persons who are physically impaired (Napolitano in Hales, 1996: 32-33). Suarez de Balcazar et al. (in Nagler, 1990: 4, 10) agree with this by stating that businesses and restaurants are inaccessible and that restroom doors are too hard to push open and the stalls too narrow. Public access for disabled people is sometimes non-existent, because sidewalks and many public buildings are totally or technically inaccessible with inadequate or unsafe access. These authors originate from the United Kingdom and the United States of America and their findings are based on research studies conducted in these countries. The White Paper on Integrated National Disability Strategy (1997: 30) in South Africa agrees with these authors and identified a number of barriers in the environment that prevent disabled people enjoying equal opportunities. These include structural barriers in the built environment, inaccessible service points, and inaccessible entrances due to security systems, poor town planning and poor interior design.

Parking for disabled people is another problem disabled people have to face. There are not enough parking spaces for disabled people available close to shopping centres and workplaces and non-disabled persons make use of the facilities without impunity (Suarez de Balcazar et al. in Nagler, 1990: 6). Transportation is most of the times not wheelchair-accessible and lack of transportation is a major barrier that hinders community participation, education,

employment, recreation, adequate medical care and independent living (Suarez de Balcazar et al. in Nagler, 1990: 11). The White Paper on Integrated National Disability Strategy (1997: 32) also states that the lack of accessible transport is a serious barrier to the full integration of people with disabilities into society. This causes people with disabilities to remain largely "invisible" and unable to contribute to, or benefit from, the services and commercial activities available to most of their fellow citizens. This correlates with the social theoretical model that states that mobility problems do not lie within the person with the disability, but are a direct outcome of the environment/society that fails to accommodate people with disabilities (Olkin, 1999: 26).

6.5   Emotional problems

Children learn to understand their own identity largely from the reactions and behaviour of others towards them. Negative responses from the family and society cause negative experiences to the disabled person. Children with a disability may form a *negative self-esteem and self-image* based on the aggressive and *depressive feelings* towards their own bodies and the reactions from others towards their disability (Stopford, 1987: 1). Prejudice is associated with the recognition of difference and the negative reaction to something that is not viewed as normal. These negative reactions are sometimes internalised by disabled people and affect the way they think about themselves and other people (French in Swain et al., 1993: 76). The presence of a disability may also be viewed as a *stressful* life event and it is often both acute and chronic and requires continual adjustment and acclimatisation (Heller, Flohr & Zegans, 1989: 45). *Anger* is also an important emotion that prevails in the *grief period*. *Anger* is rarely understood, accepted and tolerated by able-bodied people. The *grief* period has components of *sadness, loss and grieving*, and disabled people are sometimes confronted with unrealistic and erroneous assumptions from the "normal society" that lead to further *stress and confusion* for people with disabilities (Olkin, 1999: 79).

A person with a visible disability is someone who is stripped of many of the usual boundaries of self and sometimes strangers feel that they can approach

this person at will. These invasions into the disabled person's privacy may contribute to a *sense of loss of control* (Olkin, 1999: 80, 82). Goffman (1963: 16-17) also states that this directed attention may make the disabled person feel exposed and he may anticipatorily respond by *defensive cowering* or even *hostile bravado* to deal with the reaction of others. The disabled person may also feel extremely sensitive towards any reaction of a non-disabled person. Olkin (1999: 85) also identified *narcissism* as a response: "I am not like everyone else. I am the exception. Things don't apply to me. This is a form of narcissism I sense in myself and others with disabilities. We are so used to pushing and shoving our way in, being our own advocates, being on the outskirts, being the exception, being different, that we start to think we are the exception in ways and situations other than those related to disability".

Disabled people have to deal with the same emotions as persons without a disability. The researcher realises that society's reaction and stigma regarding the disability causes many of the negative emotions that disabled people feel. Disabled people must be able to deal with normal human emotions as well as these other negative emotions caused by society.

6.6   Conclusion

People with disabilities face many barriers that are in most cases caused largely by society and not by the disability. Disabled people should be supported in all these discriminatory acts, but also empowered to stand up against it. Society should also become more sensitive to the needs of disabled people, but most important, disabled people must feel understood and accepted by society. Disability is a restriction or inability to perform so-called "normal" activities that limits the person's participation in major life activities, which results in him being excluded from other activities. These activities include employment, social activities and housing. Disabled people are a part of our society, even though they have been shut out of all the major activities, especially employment. The different authors refer to disability as a restriction of the person's ability to perform activities, but also refer to society that causes the restriction, because of stigma. Stigma and perceptions of disability is not a new concept that

disabled people have to deal with and is a cause to all the problems that have been identified in this section. The next section will therefore explore stigma and stigmatisation and the further barriers that stigma create.

7 STIGMA AND STIGMATISATION

7.1 Introduction

Stigma is described as pervasive and endemic to disabled people, it restricts opportunities and divides the stigmatised group from resources (Dudley, 1997: 9). Disability related problems are inherent in the person's disability and include cognitive limitations. It is unique and varies from person to person. Stigma problems can be defined as the stigma that is associated with a person's disability and includes myths, stereotypes and prejudice. It causes oppression and exclusion from society and facilitates dependency (Dudley 1997: 10-11). The word stigma originated from the ancient Greeks who used the word to refer to bodily marks or brands given to people to expose disgrace like being a criminal or slave. Goffman (1963: 3) describes the term stigma as "an attribute that is deeply discrediting". Stigmas can differ from one another and include physical deformities, disabilities and chronic diseases, socially deviant behaviour and stigma of race, nation and religion. The extent of stigma can differ and are dependent on the visibility of the disability and other related variables that include threat, sympathy arousal, perceived responsibility and the implication of the foregoing (Katz, 1981: 2-3).

These feelings of ambivalence are described in Katz (1981: 5-7) and refer to the various kinds of psychic conflict that can exist within a person that include emotional, voluntary and intellectual conflict. Ambivalence creates friction within relationships and a tendency toward behavioural instability, because of the inconsistencies in the ways a person presents him/herself. In peoples' attitudes towards people with disabilities, feelings of ambivalence are experienced. Attitudes against disabled people are a mixture of positive and negative feelings: Positive feelings that include friendliness, compassion and

respect for people who have adapted to the disability and negative feelings that causes the evasion of people with disabilities, prejudice and discrimination.

7.2 The process of stigma-promotion

The process of stigma-promotion is described in Dudley (1997: 24-27) as follows:

- *Stigma promoting processes have their origins in fears, socialisation, and social control mechanism.* As part of our socialisation, we look for someone else's understanding of society, to help form our own identity and understanding of society and ourselves. Society establishes a framework to categorise people and name the attributes that are perceived as normal, natural and ordinary (Goffman, 1963: 2). Influential figures in our lives also teach us stereotypes and how to identify stigmatised groups, according to this framework of categorising people. Stigma also often originates in people's feelings, such as dislikes, distrust, disgust and fear of the unknown, unpredictable and undesirable.

- *These origins lead to the promulgation of stereotypes and myths about labelled people.* Stereotypes are simplified and standardised conceptions of particular groups of people that are invested with special meaning, while a myth is something imaginary or fictitious. Stereotypes and myths foster the notion that everyone in a particular group is essentially alike and provide us with social construction for how to perceive disabled people. People rely on stereotypes and myths if little information exists about disabilities. Schulman (1980: 51-61) identified for instance the following myths about intellectual impairment: "All retarded people are alike", "retarded people can't be trained", "all retarded persons are better off in institutions for the retarded", retarded persons have no feelings", "retarded persons are really mentally ill".

- *These stereotypes and myths are used to promote acts of stigma.* Dudley (1997: 26-27) explains stigma-promoting acts as deriving directly from faulty perceptions about disabled people and the stigma theory is developed to explain the disabled person's inferiority and danger that

he/she represents. Names such as "cripple", "moron" and "idiot" are used and this may lead to the limitation of opportunities for disabled people to develop their abilities and potential (Goffman, 1963: 5).

7.3 Types of stigma promoting acts

Types of stigma promoting acts include (Dudley, 1997: 27-40):

- *Inappropriate use of language and other terms.* Language is a powerful way in which people express themselves, but it is also problematic. The names "moron"(person with a low IQ) and "retarded"(clinical definition for a growth disorder) were developed by clinicians who meant well, but these words turned out to be abusive to people with intellectual abilities, because of the labelling and different definitions that were created by society. History proves that naming and renaming played an important part in how society viewed certain groups, including race, sex, age and disability and caused stigma, labelling and often legal consequences. It is important to keep in mind the importance of naming as an instrument in the construction of social reality, even though words are sometimes viewed only as conventions (Stockholder in Rioux & Bach, 1994: 154-156). Vanier (1995: 13) also acknowledges the problem we encounter with names and states that language evolves according to cultures, countries and times. He further states that: "Behind the changes in language is the desire to affirm that a person with a mental handicap is first and foremost a person who should be respected and given the opportunity to exercise his or her particular gifts". It is therefore important to raise the knowledge base and consciousness of a society to create a more respectful way in viewing people that are "different" or people who have different beliefs.

- *Communication that is age-inappropriate.* This includes the using of the words "kids and children" when referring to disabled adults, non-verbal interaction that conveys the message that they are children and programs that are more appropriate for children than adult disabled people.

- *Invasions of privacy.* Professionals and other caregivers sometimes excessively abuse the ethical issue of confidentiality with disabled people. The openly discussions of the disabled adult's private life causes embarrassment for the disabled person. Olkin (1999: 80) also states that the starting of conversations by non-disabled people with the disabled person, about the disability in a way that is personal, is a violation of the disabled person's privacy and personal boundaries.

- *Other barriers* caused by stigma promoting acts can include not allowing people to speak for themselves, ignoring communication and comments from a disabled person and insensitivity to the characteristics of a person's disability.

- *More extreme derogatory and abusive practices* of stigma promoting acts can include staring, ridicule, rejection and physical/sexual abuse;

- *Other organisational/ programmatic barriers* which include inappropriate rules and restrictions and segregated programming;

- *Other violations of civil and human rights.* All people, including disabled people, in our society have civil and human rights. The rights of disabled people are not always acknowledged, by them being excluded from employment opportunities and basic rights like voting and this leads to stigmatisation. The rights of disabled people will be thoroughly discussed in Chapter 5.

7.4 The effect of stigmatisation and the confrontation of stigma

Stigma has major effects in the lives of disabled people. Lack of employment, institutionalism and exclusion from society are some of the effects that were identified.

7.4.1 Lack of employment

According to Smith (in Hales, 1996: 146-147) work is an important part of society and a stigma is created when a person is unemployed. Certain skills and qualifications are necessary when a person applies for a job, it is however

difficult for disabled people to apply for jobs, because of the inappropriate assessment by medical rather than vocational criteria. A choice can further be made between open competitive employment or sheltered employment. The decision between these two is based not on personal preference, but on the productivity level of all disabled persons. Employment barriers can be physical, procedural and attitudinal and have a negative effect on the disabled person in the working environment and equality in the workplace has not yet been established. The further effect of unemployment is the financial consequences. Because of unemployment, disabled people do not receive any payment except grants from government, which is R640 per month. According to the White Paper on Integrated National Disability Strategy (1997: 2-3) only 1% of disabled people work in South Africa and not all disabled people receive grants from government. This creates a financial dependency among disabled people on government and society.

7.4.2 Institutionalism

Institutionalism is a barrier that was created by non-disabled people with the utmost of good intentions. They wanted to protect the disabled as well as the society against the disability. Institutions were thus a solution to the education to severely disabled people problem and lead to the removal of disabled people from society. These removals severed all contact between the so-called normal society and the so-called abnormal society (Van Vuuren, 1997: 100-101). Institutionalism caused loss of control over life and decisions, loss of contact with families, loss of opportunities and economical security, exclusion from society, loss of dignity and quality of life outside the institution, an imposed lifestyle and the oppression of individuality (Van Vuuren, 1997: 102-104).

7.4.3 Exclusion from society

Disabled people live in a different world than so-called "normal people" where loneliness, segregation and limited opportunities prevail. Disabled people spend most of their time in places that are socially homogeneous and training and employment opportunities and counselling, leisure and recreation activities

are segregated from the mainstream society (Dudley, 1997: 44). A wall is erected between disabled people and non-disabled people. One person with a disability compared this wall to the Berlin Wall (Dudley, 1997:47):

"I also want you to know that integration is just getting started. It's like the Berlin where a big wall divided the city for years and years. On TV I saw people rush through the wall when they opened it up. No one got shot by the guards like they used to. But the wall is still there. The people on one side are still separated from the people on the other side. My Mom says it's not just the wall that separated them now. It's their ideas, the way they live and think. For us who are handicapped, it's just about the same".

Non-disabled people can rarely see beyond this wall of disability and struggle to see the disabled person according to his/her unique attributes and other abilities and not the disability. A consequence of this wall is that some disabled people live with the feeling of not belonging to the society. Other disabled people have however decided to confront stigma and stigmatisation in their lives. Dudley (1997) has named a number of these confrontation strategies that will be explored in the following section.

7.4.4 The confrontation of stigma

Stigma can be confronted in different ways. Disabled people have developed coping meganisms to adapt to these stigma and labels. Dudley (1997: 67-78) identified these strategies of coping:

- *Beginning attempts to cope with stigma.* Encounters with stigma often cause anguish for disabled people. A belittling remark, a cold stare or a wilful disregard of a person's viewpoint hurts some individuals in unimaginable ways. Disabled people usually avoid talking about this stigma or minimise its importance even though feelings of pain, confusion, avoidance, withdrawal and ambivalence are experienced. The beginning attempts to cope with stigma usually does not start with a worked-out plan, but begin when disabled people reassess their

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identities and disability and develop new perspective on the stigma in their lives.

- *Seeking the positive aspects of stigma.* Another attempt to confront stigma was identified and it included the way in which the disabled person sometimes allows stigma promotion to happen, because of the benefits that are available. Unfortunately, some types of stigma promotion acts become solutions for some individuals particularly when secondary benefits are available (Goffman, 1963: 10). These benefits include pity, sympathy and financial gain. For example a stereotyped label that disabled people are labelled with is "pity" and the perceiving of them being "victims". This has the effect of people trying to bring happiness, gifts, money or security to them, without a serious attempt to develop their competencies and independence.

- *Confronting stigma.* Another option available for the disabled person is to directly confront the stigma that he/she encounters. At one time, the advocacy role was thought to be beyond the capabilities of disabled people and most disabled people did not perceive themselves as advocates, because previous socialisation has convinced them that other people must represent their views and that they have to remain acquiescent, co-operative and grateful for the opportunities that they already have. The growing strength of the self-advocacy movement, however, provides ample evidence of the capacity of many disabled individuals to be advocates of their own rights. Other disabled people have also taken the first steps in confronting stigma by confronting the person executing this stigma promoting acts and by expressing anger toward stigma promoting act.

- *Passing.* Some stigmatised people have discovered that they can sometimes "pass" as someone with a less stigmatic identity or even as a "normal" person (Goffman, 1963: 74). This includes the concealing of the unpleasant aspect of one's identity or disability. Examples of passing include the purchasing of books or magazines and displaying them among their belongings or purchasing a newspaper and "read" it on the bus in order to conceal the fact that he/she can not read. Some disabled

people develop a
a "normal person" without anyone acknowledging the disability.

- *Covering.* People are willing to admit that they possess a stigmatic attribute, but attempt to keep the stigma from looming large. The objective is to divert attention away from the stigmatic attribute so that more normal interaction can occur. (Goffman, 1963: 102). Covering includes the wearing of fashionable clothing and hairstyles, the following of good grooming practices and the development of good conversation skills.

- *Overcompensation.* Barnes (in Hales, 1996: 40) refers to overcompensation when the disabled person develops socially valued attributes, which deflect attention from the subjective limitations. This could include making jokes about the disability in order to break the ice at a social gathering.

- *Openness.* Barnes (in Hales, 1996: 41) refers to openness as being open about the extent of the impairment and making impairment-related needs known, as and when they arrived.

Dudley (1997: 95) has identified five ways in which stigma can further be confronted. To summarise:

- Promoting friendships among people with and without disabilities.
- Facilitating the private work of labelled people in peer groups.
- Helping members of self-advocacy movement.
- Eliminating stigma in the mental retardation system.
- Helping some people leave the System.

Guidelines are also introduced when confronting stigma (Dudley, 1997: 83). This includes:

- Stigma-related problems and disability-related problems are fundamentally different and require different solutions.
- The perpetrators of stigma are an important target of change.

- People labelled with intellectual impairment should play a central role in confronting their stigma problems, with their strengths being emphasised.

- People who are not labelled with intellectual impairment have a valuable role to play as "allies" in confronting stigma.

7.4.5 Summary

Stigma is a process that takes place in society, because of stereotypes and myths that exist. Stigma and stigmatisation have certain effects on disabled people and in the way they view themselves. Much work still needs to be done regarding ways to overcome stigma. There are methods to successfully confront stigma and the empowerment of the disabled person is an important starting point, before implementing these methods. Work that has been done regarding the confrontation of stigma should therefore be claimed, celebrated and more widely implemented.

8 CONCLUSION

During this chapter the concept of disability was thoroughly explored. The conceptualisation, historical background of disability and the extent of disability were discussed. The different types of disability that include visual and hearing impairment, intellectual impairment and physical impairment (spinal cord injury) and the problems disabled people face were explored and it became clear that disabled people were mostly part of a discrimination and exclusion process. Stigma was unmasked as a major role-player in the exclusion from society of people with disabilities. Types of stigma, the effects of stigma, the stigmatisation process and the confrontation of stigma were further explored and the researcher came to the conclusion that much work still needs to be done regarding the confrontation of stigma.

In this chapter, disability was explored and described, as well as the problems disabled people have to deal with. It was discovered that disabled people were excluded from society, the labour market and employment, because of stigmatisation. It is however also important to discover whom the employer and

what the labour market is in order to understand the integration process and identify the further barriers that hinders the employment of disabled people. The next chapter will focus on the employer and the open labour market. This is a very important chapter, because this research project has the aim to develop a training program for employers to integrate disabled people into the labour market. It will focus on the employer, manager, employee and the labour market and will establish a framework that will create an understanding for the problems employers have to deal with in the integration of disabled people into the labour market.

CHAPTER 4

EMPLOYERS AND THE OPEN LABOUR MARKET

1   INTRODUCTION

This research study has the aim to develop a training program for employers to integrate disabled people into the open labour market. Chapter 3 focused on disability as a social phenomenon and it became clear that disabled people were excluded from society and the labour market, because of stigmatisation. Disabled people also have to deal with social, economic, physical and emotional problems and barriers are caused by society as well as the disability. This can be problematic for disabled people and the quest to integrate them into society and the labour market. Another important element of this study is the employer and the labour market. It has been established in Chapter 3 that the exclusion of disabled people prevailed in society as well as in the labour market and to facilitate an integration process of disabled people into employment, a few issues need to be addressed. The aim of this study is to develop guidelines for a training program for employers to integrate disabled people into the labour market. The concepts of labour market and employer are therefore important concepts that should be explored in this study to establish a framework of the way employers and the labour market function in order to develop guidelines for a training program.

In this chapter the concepts of *employer, manager, employee* and *human resource manager* will be defined. The *employer/manager* will be thoroughly discussed with focus on the management functions, -levels, -skills and -roles and will conclude with the myths and false assumptions of employers against disabled people. The labour market with relevant concepts and theories of the labour market, with specific focus on the South African labour market, will be explored and then the chapter will conclude with a section regarding the ethics of employment and social responsibility. This chapter aims to explore and unmask the problems that can occur when integrating disabled people into the

labour market and the difficulty that exists when placing disabled people into employment. In order to understand whom the employer is, specific concepts have been identified and will be described accordingly.

2 CONCEPTUALISATION

The employer is an important component in this study, because guidelines for a training program to integrate disabled people into the labour market are going to be developed specifically for employers. It is therefore important to discover who/what the employer or manager is, before a training program to assist them can be developed. In this context the following concepts are therefore relevant and need to be defined:

- employer, manager and management,
- human resources,
- employee.

2.1 Employer, management and manager

For the purpose of the literature study in this chapter, *employer* and *manager* will be used as synonyms in describing the tasks of the people who are in a leading position in a company/organisation/business. The reason for this is the fact that managers sometimes manage companies and have the responsibility to appoint employees. They act for all practical reasons as the employer in these companies. This section will define *employer, management* and *manager*.

An *employer* is defined as a "person who gives work to people and pay them" (Active English Dictionary, 1986), as "a person that employs people (Oxford Concise English Dictionary, 1999) and as "a person or business firm that employs workmen, servants etc. for wages" (Webster Comprehensive Dictionary, 1998). The Employment Equity Act, 1998 (Act No. 55 of 1998) refers to the term "designated employer". The term "designated employer" will therefore be defined in this study, because of the importance of the

Employment Equity Act in this research study. The Employment Equity Act, 1998 (Act No. 55 of 1998) defines the designated employer as:

- An employer who employs 50 or more employees.
- An employer, who employs fewer than 50 employees, but has a total annual turnover that is equal to or above the applicable annual turnover of a small business in terms of Schedule 4 to this Act.
- A municipality, as referred to in Chapter 7 of the Constitution.
- An organ of state as defines in section 239 of the Constitution, but excluding local spheres of government, the National Defence Force, the National Intelligence Agency and the South African Secret Service.
- An employer bound by a collective agreement in terms of section 23 or 31 of the Labour Relations Act, which appoints it as designated employers in terms of this Act, to the extent provided for in the agreement.

Management is defined as "the attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources" (Daft, 1995: 8). Lewis et al. (1998: 5) define management as "the process of administering and co-ordinating resources effectively and efficiently and in an effort to achieve the goals of the organisation". *Managers* are therefore "individuals who have been appointed in leading positions and have committed themselves to the task of leadership in the execution of specific tasks. In fulfilling their tasks as managers their attention is particularly directed at subordinates as they attempt to find ways of motivating them in the best interest of the business" (Van Rensburg, 1997: 69). Lewis et al. (1998: 7) define managers as "organisational members who are responsible for planning, organising, leading and controlling the activities of the organisation so that its goals can be achieved". Important aspects that are identified in these definitions are the *attainment of goals* by utilising the different *management functions* that include planning, organising, leading and controlling (the management functions will be described later in this chapter) in an *efficient and effective* manner.

An employer is therefore a person that employs other people to fulfil certain tasks in an organisation/business. A manager is the person who has been appointed in a leading position and whose attention is solely focussed on the employee and the efficient and effective execution of different tasks and functions in order to meet the objectives of the company. Management is consequently the process of employment and the execution of the different tasks and functions identified. The manager/employer is in a position to employ other people in the organisation/business, but in major companies, a human resources department establishes a framework for employing people. They are also in some cases, responsible for the employment of individuals in companies. It is consequently a relevant concept to define for the purpose of this study.

2.2 Human resources

In this research study human resource professionals or managers will act as respondents, depending on the type and size of the business. The manager/employer has already been defined and will be discussed thoroughly in the next section. It is however necessary to define human resources and to state the basic responsibilities of the human resource professional for the purpose of this study.

The human resources department is defined as "the available talents and energies of people who are available to an organisation as potential contributors to the creation and realisation of the organisation's mission, vision, strategy and goals" (Jackson & Schuler, 2000: 37). Lewis et al. (1998: 332) define human resource management as "the management of employees of the organisation consisting of all the activities required to enhance the effectiveness of an organisation's work force and to achieve organisational goals and objectives". The managing of human resources is of the utmost importance when meeting the organisation's mission, vision, strategy and goals. The human resources professionals are people with substantial specialised and technical knowledge of human resources issues, laws, policies and practices. Jackson and Schuler (2000: 25) have identified roles and responsibilities for the management of

human resources. This includes working closely with line managers and employees to develop and implement human resource philosophies, policies and practices. This also includes the development of skills and competencies, working with employees to help them voice their concerns and to be proactive in learning about how leading companies are managing human resources. To achieve these objectives, partnerships between the line managers, human resource professionals and other employees need to be established.

The human resource professional is therefore a person in the company who manages the employees in the company and does this by working closely with all the different managers and employees of the company. They are also the people that develop the programs for training and the recruitment of employees and should thus be included in this specific research study in order to identify the programs and philosophies of the specific organisation. In any business/organisation the employee is an integral part of its functioning. It is therefore important to define the concept in this study.

2.3 Employee

An *employee* is defined as "a person employed for wages or salary (Oxford Concise English Dictionary, 1999) or as "one who works for another in return for a salary wages or other consideration (Webster Comprehensive Dictionary, 1998). An employee is defined by the Employment Equity Act, 1998 (Act No. 55 of 1998) as: "any person other than an independent contractor who:

- works for another person or for the State and who receives, or is entitled to receive, any remuneration; and
- in any manner assist in carrying on or conducting the business of an employer".

An *employee* is thus a person who works for, or is employed by another person or business for the main reason to receive compensation in the form of a salary or wage.

As identified in this section, the manager/employer plays an important role in the functioning of any business or organisation. They are the people who are responsible for the employment of employees, but also for other functions that establishes a productive business. In the following section these functions, skills and roles will be described, with specific reference to the employment of disabled people.

3 THE FUNCTIONS, LEVELS, SKILLS AND ROLES OF AN EMPLOYER/ MANAGER

3.1 Introduction

This study has the aim to develop guidelines for a training program for employers to integrate disabled people into the labour market. It is therefore important to identify how the employer/manager functions in a company and what responsibilities he/she has in managing the company/organisation in order to develop this program. It is also important to explore how the manager/employer will be able to accommodate disabled people into his/her company. As stressed earlier, the term *employer* and *manager* will be used as synonyms in this study. This section will consist of the description and explanation of the functions of a manager, different management levels and skills and management roles that can be executed by the employer/manager. This section will conclude with myths and attitudes of employers against disabled people. In this section, the world and responsibilities of managers/employers will be explored for the main reason to creating a better understanding on how to develop a training program for employers to integrate disabled people into the labour market.

3.2 Management functions

In order to manage a business effectively certain *management functions* (Daft, 1995; Lewis et al., 1998; Van Rensburg, 1997) or *management processes* (Robbins & Decenzo, 2001; Stoner & Freeman, 1992) has to be accomplished in the labour market. The following management functions were identified and

will be described accordingly (Daft, 1995: 9-13; Lewis et al., 1998: 6-7; Robbins & Decenzo, 2001: 6-7; Stoner & Freeman, 1992: 8-9; Van Rensburg, 1997: 69-73):

3.2.1 Planning

Planning means the defining of goals and actions for future organisational performance and deciding on the tasks and resources needed to attain them. Planning defines where the organisation wants to be in the future and how it will get there. Planning includes the forecasting of future circumstances and the objectives that should be achieved within a timeframe and realistic and feasible plans should be drafted that spell out the activities and resources to achieve objectives. Planning also includes the compilation of programs, schedules, methods, budgets and standards. The role of the manager is therefore to define goals, actions, and the objectives in achieving these goals and the compilation of programs and actions to achieve the objectives that were identified. According to Lewis et al. (1998: 142) high-quality plans will be developed by managers when:

- The manager recognises and communicates the importance of planning.
- The manager involves those responsible for implementing the plan.
- The manager removes all the barriers to planning.
- The manager rewards those who think strategically and follow through with operational planning.
- The manager looks for contingency planning.

Within the context of this study planning is an important component in the integration of disabled people into the labour market. Managers have to plan the number and type of disabled people that can be employed and who would be suitable for vacant positions in the company. Planning would also be important when reasonable accommodation methods are considered and when it has financial implications. Without planning the company/organisation will not be able to think strategically about the employment of disabled people.

3.2.2 Organising.

Organising involves assigning tasks, grouping tasks into departments and allocating resources to departments. It typically follows planning and reflects how the organisation tries to accomplish the plan. During this process an organisational structure is established providing the structural framework of all activities, its main and subdivisions, the formal line of authority, channels of responsibility and communication. The management and co-ordination of these tasks are also an important aspect of organising. Staffing is also handled as part of organising. The manager's roles in organising are thus the assignments of tasks to different departments and individuals, the establishment of a structural framework to all the activities identified and the identification and employment of employees/staff who will be suitable for the tasks identified.

Organising can play a crucial part in the employment of disabled people in a company/organisation. When a disabled person is employed in a company, then the manager has to decide where to assign him/her and to establish a structural framework. When reasonable accommodation is necessary, for example accessibility for a wheel chair, then the manager has to organise the workspace for the disabled worker.

3.2.3 Leading/Activating

Leading is the use of influence to motivate employees to achieve organisational goals. It means communicating goals to employees throughout the organisation and motivating them to perform at a high level. Leading involves the motivation of entire departments, divisions as well as individuals. Activating is the process of motivating people in such a way that they will contribute to the working activities of the business and to achieve the business' goals and objectives. The manager should therefore be able to motivate his employees by successfully communicating the goals of the organisation to the employees that are responsible for executing the tasks identified to achieve these goals. The manager should also be able to empower the employees and must therefore understand the dynamics of individual and group behaviour.

The manager needs to clearly stipulate the goals and objectives of the company and the tasks to accomplish these goals successfully, to the disabled employee. This will help to clarify the role and tasks of the employee and to motivate him/her to help with the accomplishments of the company's goals and objectives. The manager should communicate with the employees to ensure that all their needs are met, to accomplish these objectives.

3.2.4 Controlling.

Control is the process whereby the execution of plans and instructions are recorded and controlled through a management information system. It means monitoring employees' activities, determining whether the organisation is on target toward its goals and making the necessary adjustments to achieve the goals and objectives. The manager should be able to monitor the performance of the organisation, identify deviations between planned and actual results and should be able to take corrective action when necessary to achieve the goals that were identified.

When a disabled person is employed in an organisation, a process of empowerment and controlling should be facilitated. The manager should be able to monitor the performance of the disabled worker and should take corrective action to empower the employee to meet his/her needs and responsibilities to achieve the goals identified. The disabled worker, like any other employee, needs strong leadership and support.

3.2.5 Additional management functions.

Kroon (1996: 11-13) and Van Rensburg (1997: 73-77) have identified additional management functions. These include:

- *Decision-making.* "Decision-making is the process during which alternative solutions to a problem are purposefully considered, and the best alternative chosen" (Van Rensburg, 1997: 73). All the advantages, disadvantages, consequences, etc. should be considered before any

decision is made. To employ an employee a manager needs to make a decision. This decision should be based on the suitability of the disabled worker for the position and the ways to accommodate him.

- *Communication.* Communication is the transfer of a message between two or more people. These messages provide information required for the performance of work. Communication determines the relationship between employees, their attitudes, the business climate, morale, motivation and performance of the personnel. The manager should also be able to communicate the given tasks and responsibilities to the disabled employee and should be assisted when communication barriers prevent successful communication.

- *Motivation.* This is the attempt by a manager in leading the employees to the point where they strive to do their best. Enthusiasm must be created and encouraged by the manager. Managers should always strive to actively motivate the disabled employee to accomplish the appointed tasks and responsibilities and to reach the goals and objectives of the company.

- *Co-ordination.* This is the purposeful effort to establish co-operation by the different individuals and departments in order to attain the goals and objectives of the organisation. To employ disabled workers needs fair amounts of co-ordination of tasks and departments to ensure that the venue and workstation are suitable and accessible for the disabled worker.

- *Delegation.* Delegation refers to the allocation of duties, authority and responsibilities to employees with the purpose of easing the manager's task and making efficient performance of work possible. The manager should also be able to delegate tasks to other employees and should be able to share responsibility with the disabled employees as well.

- *Disciplining.* The employee's behaviour should be shaped to guide his activities in order to ensure the achievement of the stated goals. Positive and negative discipline is the types of discipline identified. Positive discipline comprises the expression of thanks, praise and recognition by a manager. Negative discipline is based on warning or punishing. The

manager should also be capable of disciplining the disabled employee to help him/her to achieve the objectives and goals of that specific position in the company.

The management functions that were identified can only be achieved when the manager has certain skills. The different management levels and skills required to function productively will be explored.

3.3 Management levels and skills

There are different levels of management that exist within a company and management skills that enable managers to function effectively in these different management levels. The following levels of management and skills that will enable management to fulfil their specific tasks will be described:.

3.3.1 Management levels

Managers exist at various levels in the organisational hierarchy. Small organisations have only one level of management, while large organisations may have several levels. In general relatively large organisations have three levels of managers that include top line managers, middle managers and first-line managers (Lewis et al., 1998: 10-11). Stoner and Freeman (1992:10); Van Rensburg (1997: 77-79); Donnelly, Gibson and Ivancevich (1998: 44-45); Marx, Van Rooyen, Bosch and Reynders (1998: 355-356) and Robbins and Decenzo (2001: 4) also identified these management levels which will be described accordingly.

- *Top management.* Top management are those people responsible for managing the whole enterprise and are appointed by the board of directors. They are responsible for strategic management of the business and this comprises of the development of the mission, strategy and goals, the drafting of a strategic plan, the transfer and the execution of important decisions and control. Lewis et al. (1998: 13) identify conceptual skills as the most important skill that enables top

management to succeed in these identified tasks and the monitoring of the business environment as the most important activity. The representation of staff was also identified as an important activity for top management. Top management is responsible for the development of a plan to integrate disabled people into their company and to establish a framework from which the lower management levels could employ disabled workers. These plans should be communicated to the lower management levels in order for the objectives to be achieved.

- *Middle management.* Managers on this level are responsible for the tactical management of the business functions or departments. Each manager must implement the goals and broad policy of the business through functional goals, objectives and policy and work together with first line management to draft operational plans and programs. The most important skill identified for middle management is human skills that involve the ability to work effectively with all groups and members of the organisation. The most important activities identified are that of planning and allocating resources, co-ordinating interdependent groups, managing group performance and representing staff (Lewis et al., 1998: 12-14). The middle manager should be able to employ disabled employees and to communicate and support the employee as well as the first line management who may be in direct contact with the disabled worker. The middle manager is in the suitable position to motivate employees to accept disabled workers and to change prominent views regarding disabled people.

- *Lower level/first-line management.* These managers include the supervisors who lead the different sections within the organisation. They consist of section heads that are responsible for the operational management. Technical skills are necessary for this level of managers in order to enable them to use their knowledge of the tools, techniques and procedures that are specific to their particular field. Activities that are most important for first line managers are the management of individual performance, the instruction of subordinates and the representing of staff (Lewis et al., 1998: 11-12, 14). Most of these

managers are in direct contact with disabled employees and should be suitably trained, facilitated and supported in these tasks.

3.3.2 Management skills.

In the previous section that described the levels of management, different tasks were identified that are suitable for the different levels of management. In order to understand the different skills the following skills have been identified and described by Daft (1995: 18-20); Van Rensburg (1997: 80); Donnelly et al. (1998: 46-47); Marx et al. (1998: 356-357) and Robbins and Decenzo (2001: 13):

- *Conceptual skills.* These skills include the intellectual ability to perceive the business as a whole and to co-ordinate and integrate all interests and activities. As described in the section on management, conceptual skills are necessary for top management.

- *Human/interpersonal skills.* This indicated the ability to work with, understand and motivate people and to be able to work effectively as a group member. This skill is mostly necessary for middle management.

- *Technical skills.* This refers to the ability to apply techniques, procedures or resources in a specialised area and the understanding of and proficiency in the performance of specific tasks. These skills are necessary for first line management.

- *Analytical skills.* These skills refer to the ability a person has to analyse information and to come to well-considered conclusions. These skills can be utilised by all levels of management.

- *Political skills.* Robbins and Decenzo (2001:13) have also identified political skills as a necessary skill for managers and this included: "a manager's ability to build a power base and establish the right connections".

In the context of this study, all these mentioned skills are necessary to integrate disabled people into the labour market. Conceptual skills are necessary to

adjust the structure of the company to accommodate disabled workers in a way that the goals and objectives of the company will be met. Interpersonal skills are necessary when working with and understanding disabled workers and to communicate with them effectively as an important part of the company. Technical skills are important to demonstrate the tasks that the disabled worker should accomplish in his job, while analytical skills are useful when evaluating the disabled worker's performance in his job without being prejudiced.

Apart from management skills, a manager has certain roles to fulfil. In the next section, the role of managers will be described.

3.4   Management roles

All managers fulfil certain roles on a daily basis in the execution of their management tasks. Three major roles have been identified by Mintzberg (1989: 15-21), namely interpersonal-, informational- and decision-making roles (Compare Stoner & Freeman, 1992: 13-15; Kroon: 1996: 22-23; Donnelly et al., 1998: 48- 50; Lewis et al., 1998: 8-9; Marx et al., 1998: 357-359; Daft, 1995: 23-25; Robbins & Decenzo, 2001:9). Other interrelated roles are also described. It will be discussed according to the three major roles identified:

3.4.1 Interpersonal roles

For their interpersonal roles managers are usually given formal authority and status. These roles involve the manager's responsibility for managing relationships with organisational members and other constituents. In this context the following sub-roles have been identified:

- *Figurehead.* Certain ceremonial duties have to be conducted by the manager. These include tasks such as addressing employees, the welcoming of visitors and representing the enterprise at community functions.

- *Leader.* The manager is responsible for the training, activating and motivation of employees so that the objectives of the business can be achieved.

- *Link/Liaison.* The manager acts as the link within a vertical as well as a horizontal communication network in the business and focuses on the development of information sources inside and outside the organisation.

It is important to welcome disabled workers as part of the company, when they are newly employed and to actively train and motivate the disabled workers so that the objectives of the employment position and company are met.

3.4.2 Informational roles

Each manager acts as a clearing point for information and consequently has to fulfil an essential information role. This includes the manager's responsibility for gathering and disseminating information to the stakeholders of the organisation. The manager will act as follows to fulfil this role:

- *Monitor.* The manager scans the environment and collects information from a network of contacts. This information is presented as reports, technical journals, meetings and informal conversations as well as feedback from teams/individuals working on projects.

- *Disseminator.* The manager has access to more information than most other persons in the company. The manager should disseminate information based on the needs of the employees.

- *Spokesperson.* Information regarding policy, plan or products must be regularly conveyed to individuals and institutions outside the organisation. These people include employees, peers, immediate superiors, suppliers, clients, media or general public.

According to these roles, the manager should be able to gather information regarding the accommodation of disabled people into his/her company and should communicate this information to the other employees. The manager

should be an active spokesperson and can change perceptions and attitudes regarding disabled employees through this role.

3.4.3 Decision-making roles.

The manager must be able to make decisions based on the consideration of different alternatives. The manager is thus responsible for processing information and reaching conclusions. These sub-roles include:

- *Entrepreneur and intrapeneur.* Managers are responsible for searching for new opportunities and for exploiting these opportunities while managing change and improvements within the business. This includes the development of new strategies, programs and projects.

- *Disturbance or conflict handler.* Activities do not always run smoothly or without complications, in spite of planning. Managers must consequently react to unexpected problems, pressure and non-routine occurrences.

- *Resource allocator.* Managers have to make decisions concerning the allocation of resources to tasks and departments. Decisions have to be made regarding structures, budgets, equipment and authority.

- *Negotiator.* Negotiation should take place between the manager and his employees, peers, superiors as well as suppliers, clients and labour unions.

The manager should be involved in the employment of disabled people in his company, but this should be realised according to the financial liability and structure of the company. New opportunities to integrate disabled people into the company should be explored and new strategies should be developed in this regard. When considering reasonable accommodation methods, the manager should be able to allocate resources to assist in this process of integration. The manager should also be able to handle conflict between disabled and non-disabled workers and should therefore be able to act as negotiator between different groups and departments.

The manager should be able to fulfil these roles in order to manage the organisation in a manner that is most productive. After exploring these different roles, it became clear to the researcher that the manager has the tools to accommodate disabled people into the organisation, with motivation and support. There are however myths and assumptions and attitudes that most employers have against disabled people. The following section will explore these myths and assumptions.

3.5 Myths/ assumptions and attitudes of employers toward disabled people

Most people in our society view disabled people in a manner that is unrealistic and unfair. Most employers have adopted this view and the idea of employing disabled people is probably a source of stress for employers. Vocational rehabilitation professionals recognise the problem of employer attitudes and note that negative attitudes are often identified as a major barrier to a job placement (Gilbride, 2000: 17). Research has been done regarding this fact of myths and false assumptions that are made of disabled workers. Negative attitudes are kept in place by myths regarding people with disabilities as workers (Gilbride, 2000: 17). Nathanson (in Spiegel & Podair, 1981: 254-257) have identified the following myths and false assumptions the employer has, regarding disabled people:

- *The insurance myth.* Employers believe that workers' compensation rates will go up if they hire disabled people, that they are more likely to be injured on the job and that insurance companies won't let them hire disabled people. Further beliefs are that safety records will be jeopardised and that the insurance rates will skyrocket.

- *The dependability myth.* Employers belief that disabled workers have poor attendance records and that their medical problems will result in high absenteeism rates. They also worry about how the disabled person will be on time at work during bad weather conditions and also belief that disabled people cannot "hold a job". This attitude shows that the real problem is not for the disabled person to hold a job, but in getting the job

in the first place. According to Nathanson (in Spiegel and Podair, 1981: 256), properly placed disabled people have greater stability and fewer turnovers than the non-disabled does.

- *The productivity myth.* The employer belief that the disabled person is not productive, he is slow and the quality of his work is poor. Evidence (Nathanson in Spiegel and Podair, 1981: 256) however indicates that adequately trained and properly placed disabled workers compare favourable with non-disabled workers with respect to production rates, wastage, speed and quality of work.

- *The accommodation myth.* The employer beliefs that most of the job-sites have to be specially redesigned and thousands of Rands needs to be spend to accommodate disabled workers. According to research, (Nathanson in Spiegel and Podair, 1981: 257) few disabled workers require special work arrangements. Reasonable accommodation methods to include a disabled worker are not as costly as employers would perceive it. And all circumstances and things such as the extent, kind, and cost are taken into consideration in determining the extent of an employer's legal obligations.

- *The double standard myth.* Employers belief that disabled people won't be accepted by regular employees, that morale will suffers and that a disabled person can't be laid off or fired, even with good cause. In regard to ability to work harmoniously with supervisors and fellow employees, research (Nathanson in Spiegel and Podair, 1981: 257-258) has found very little difference between disabled and non-disabled workers. A disabled person is a person first, a person who happen to have a disability, who wants to be viewed as a regular employee and wants to be treated fairly with the same consequences as non-disabled persons.

Seifert (in Spiegel & Podair, 1981: 259) has investigated the attitudes of employers toward disabled people. Questionnaires were drawn up and completed by 33 companies. The following findings were documented (Seifert in Spiegel & Podair, 1981: 259-260):

- The general knowledge about disabilities (occurrence and causes) and about the possibilities and chances of rehabilitating the physically disabled is very limited.

- The majority of respondents saw the physically disabled as different from "normal" people. The general stereotype of a physically disabled person is characterised by such attributes as "permanent suffering, helplessness, emotional disturbance, loneliness and social isolation". Most of the non-disabled people believe that many of the disabled people are responsible for their own disability.

- The emotional reactions towards physically disabled are determined by two tendencies namely (a) by affective negative sensation and (b) by pity and readiness to help. Katz (1981: 16-18) supports this view by referring to it as "ambivalence towards disability". Ambivalence is described in Chapter 3 in the section regarding stigma and stigmatisation in this study.

- Attitudes with regard to social acceptance and vocational and social integration: 50 – 75 % of the respondents pleaded for the partial or complete segregation and isolation of the disabled, 85-95% believed that employers and supervisors preferred non-disabled workers even if the disabled person were as qualified as the non-disabled and 60% thought that the non-disabled workers would refuse to co-operate with a disabled worker. The degree of social distance depends on the interpersonal situation and the kind of disability. (Intellectually impaired people were the most rejected as fellow workers). Generally all the respondents accepted that the disabled be granted special rights at work and approved only of such rehabilitative measures which would help the disabled to prepare for an occupation.

- The majority of respondents assessed the productivity, the qualification and the vocational capability of disabled workers as below average. Other aspects of work behaviour were also negatively evaluated that include the accident proneness, working speed and capability.

More recent research (Gilbride, 2000; Unger, 2002) has been done regarding the attitudes of employers toward persons with disabilities in the open labour market. The following findings have been published.

- Employers who have hired a disabled person before are receptive to continuing to hire disabled persons (Gilbride, 2000: 17).

- The type and severity of the disability may affect the extent to which persons with disabilities are included. Employers believed that it is easier to employ persons with physical disabilities, heart impairment, cancer, living with HIV, than employing persons with intellectual impairment. Employers had average to extreme reservations with placement of persons with intellectual impairment (Gilbride, 2000: 17; Unger 2002: 2).

- To some extent, employers appeared to be willing to sacrifice work performance or work quality in exchange for a dependable employee (Unger, 2002: 2)

- The employer's perception might be a result of a general negative attitude toward people with disabilities or a lack of experience and not from direct experience with disabled employees. However employers who employed disabled people are more receptive to the idea in hiring disabled people (Gilbride, 2000: 17; Unger, 2002: 2).

- Increasingly there appeared to be an renewed emphasis on employers' recognition of the employment of disabled people in an effort to enhance their image in the community, strengthen their commitment to corporate social responsibility or increase the diversity of their workforce to reflect that of the general population (Unger, 2002: 2).

Teff, an employer (in Spiegel & Podair, 1981: 269-270) has identified three barriers that prevent successful disabled placement. The first barrier is the misunderstanding and lack of knowledge concerning disabled people. He recommends that a sensitisation program to develop skills and sensitivities in handling disabled co-workers and employees should take place beforehand. The second barrier preventing disabled people from getting jobs is the

traditional lag between recognition of a problem and its solution and the third barrier is a fair amount of apathy and disinterest. The current research (Gilbride, 2000; Unger, 2002) has proved however that employers have more positive attitudes in hiring disabled people and that negative attitudes are caused by myths and lack of knowledge.

It is clear that most employers are receptive to job placement of disabled people, but employers need to be facilitated to accommodate people with disabilities, because in their working environment it is not a natural process. Acceptance of disabled people is hard work and employers and co-workers of disabled people must be trained beforehand.

3.6   Conclusion

Employers/managers have difficult tasks. They have to be in charge of production and people and have different roles, tasks, functions and skills to master. This places a lot of stress on these people, because of internal and external factors of a business that include the economic survival and the political climate. Managers were mostly viewed as being task orientated and always had to be well organised, but it is clear to the researcher that the expectations of managers include them to be more accommodating to their employees. While enduring stress regarding production and the economy, it is understandable that employers do not want to employ people who are disabled, because of myths and false assumptions. The task is thus to assist, facilitate and support the employer in the integration of disabled workers in the labour market. The labour market as an important link in the chain of employment and the employer will be explored in the following section.

4   THE OPEN LABOUR MARKET

4.1   Introduction

The business environment is defined as the "sum of all the variables or forces that have a positive or negative effect on the establishment, survival, growth

and goal achievement of enterprises" (Marx et al., 1998: 38). Labour is all those human activities where physical and mental efforts are used to produce goods and services (Van Rensburg, 1997: 8). The labour market represents people in the environment who can be hired to work for the organisation. Every organisation needs a supply of trained, qualified personnel. Unions, employee associations and the availability of certain classes of employees can influence an organisation's labour market (Daft, 1995: 107). Barker (1999: 2) defines the labour market as "an imaginary workplace where labour is bought and sold". The labour market can thus be defined as the environment that consists of people who can be hired for labour by a business or organisation.

The labour market has unique characteristics that differ from product markets. The worker and the services provided by the worker cannot be separated, there is great diversity in the quality of labour and the pricing of labour is very complex (Barker, 1999: 3). Marshall (in Burton, Benham, Vaughn & Flanagan, 1971: 4) has also identified five peculiarities of labour:

- The worker sells his labour, but retains capital in himself.
- The seller of labour must deliver it himself.
- Labour is perishable.
- The sellers of labour are often at a disadvantage in bargaining.
- A great length of time is required for providing additional supplies of specialised ability.

The labour market functions according to two very important elements namely demand and supply, and are sensitive to the population and economic growth. The following section will explore the functioning of the labour market with reference to the elements of demand and supply in the labour market.

4.2   The functioning of the open labour market

The labour market has two economic functions namely the allocation of human resources and the distribution of incomes as incentives to workers. It also

functions according to the objectives of efficiency, equity, growth and social justice (Barker, 1999: 13). According to Malan (2000: 23) the employer and the employee are two forces with different needs and objectives. The employer has the objectives to maintain low costs and reasonable compensation while the employee has the objectives of maximum compensation, higher benefits and better working environment. Materials, machinery, management, markets, money and people are important elements in an organisation, but people are the most important element, because of the organisation's dependence on the person's achievement and productivity. To bring these two very different components with the different objectives together in a manner that is accommodating to both the employer and the employee is quite an achievement and a common objective of both parties.

The labour market consists of two elements namely **demand and supply. Labour demand** is defined as "the amount of labour that employers seek to hire during a given time period at a particular wage rate" (Sapsford & Tzannatos, 1993: 109). Malan (2000: 24) states that the demand for labour is determined by the total individual organisations' demand for labour as well as their ability and willingness to buy the labour at the fixed wage. Demand for goods is ruled by two factors: the utility of the goods and the purchasing power. The demand for labour is dependent on the conditions in the particular labour market, but also on the conditions prevailing in the market for this labour produce (Burton et al., 1971: 21). The demand for labour is a *derived demand*, according to Barker (1999: 17), because of its dependence on the demand for the product produced by that labour or the service provided by that labour to the consumer. The demand for labour will however decline as wages increase and the decline will be larger over the long term, because employers have more options to adjust to the higher wages (Barker, 1999: 19).

Labour is not homogeneous and wages differ according to the occupation the worker chooses. Malan (2000: 24) refers to the **supply of labour** as a person's willingness to work in order to utilise products and leisure. Sapsford & Tzannatos (1993: 7) define the supply of labour as "the amount of labour, measured in person-hours, offered for hire during a given time-period". They

also recognised two main factors namely: the numbers engaged in or seeking paid employment which together make up the *labour force* or the *supply of workers* and the hours that each person is willing to supply once in the labour force. Neale and Haslam (1989: 66-73) have identified four aspects of labour supply where environmental and organisational influences are particularly significant. These include *labour force participation, hours worked, the supply of effort* and *the supply of skill. Labour force participation* is limited by cultural and political factors. Labour force participation differs along certain social groups and is in the process of changing. Disabled people could not participate in the labour market, but the situation is changing rapidly, because of social and political changes. *Hours work* imply the hours that the employee spends at his job, the *supply of effort* is influenced by attitudes to work and the *supply of skill* is an important influence in the productivity level and the reward of the employee. Barker (1999: 17) states that the market supply of labour will increase as wages increase, which causes a predicament, because of the fact that the demand for labour will decline.

The demand and supply for labour is very sensitive and equilibrium is defined as the point at which supply equals demand (Barker, 1999: 20). However, there are conditions that can influence the labour market and these include:

- The government can influence the market through labour market regulation, for example the Employment Equity Act of 1998 (Act No. 55 of 1998).
- All workers do not have the same levels of skills.
- Employment protection measures, such as limitations on the dismissal of workers.
- Unions cause wage levels, which do not reflect market realities (Barker, 1999: 23).

As mentioned earlier the supply of labour will increase when the wages increases and that will cause a definite decline on the demand for labour. It became clear to the researcher that even though the employment of disabled people are of the utmost importance, other factors need to be taken into

consideration. These factors include the demand and supply of labour as well as unemployment and the inequalities in the South African labour market. This will be discussed in the next section.

4.3   The South African labour market

According to Barker (1999: 3) the South African labour market has several problems that need to be overcome. These include:

- Poverty
- Income inequality
- Unemployment
- High labour costs and low productivity.

South Africa also has a very segmented labour market. The previous Apartheids government was primarily the cause for this, because of the fact that Black people could not work in alternative fields than wage labour. Most Black people had to compete for wage labour and that caused unemployment, while the unemployment rate for White people was minimal (Malan, 2000: 45).

The population of South Africa was about 42 million in 1997 and is growing rapidly (Barker, 1999: 3). It is estimated that 11.2% are unemployed in South Africa and they generally support about 4.3 people on their wages (Fifa, 2002: 39). According to Barker (1999: 6) there was also a decline in employment in South Africa and in economic growth. This, plus the population growth, the participation of women in the labour market and illegal immigrants from neighbouring countries are the reasons why unemployment rates are so high in South Africa. Barker (1999: 7-9) differentiates between the official definition of unemployment and the expanded definition of unemployment. The expanded definition includes those unemployed people who are not actively taking steps to find work and include 38% of the labour force. The official definition includes those people who did not work the seven days before the interview and wanted to work and was available to start work within a week of the interview. These people represent 23% of the labour force (Barker, 1999: 171). A new survey

however estimates the unemployment rate as 45% and 32% depending on the definitions used (Fifa, 2002: 39). According to the White Paper on Integrated National Disability Strategy (1997: 2-3), 99% of disabled people are unemployed, while only 30% of these unemployed people receive the average grant of R640 per month. The Employment Equity Act, 1998 (Act No. 55 of 1998) have regulations to include previously excluded people into the labour market and these include Black people, women and disabled people, through affirmative action measures.

South Africa faces many challenges and unemployment is probably the biggest challenge. Measures to integrate previously disadvantaged groups into the labour market have been initiated, but the low rate of economic growth and the population growth are barriers to these measures. The researcher can offer the hypothesis that even though the labour market needs and wants to employ disabled people, the unemployment rate as well as the economic decline is barriers to the employment of disabled people.

4.4   Summary

The labour market is a sensitive and complicated entity. It consists of the different workers that are willing to work for compensation, the type of job that they are able to do and the business/employer/company's demand for a certain service. When too many people decide to do a job that pays well, then the market is saturated and the demand and job opportunities lessen. The balance between demand and supply is quite sensitive. The disabled person should however be empowered to choose his/her own career opportunity regarding his/her abilities, potential and interests. The element of demand and supply, the high unemployment rate as well as the economic decline in South Africa will hinder this process of the employment of disabled people.

Employment of disabled people is however demanded by legislation and employers have in this regard a social responsibility. The next section will explore the ethics and social responsibility of employers in the open labour market.

5   THE ETHICS OF EMPLOYMENT AND SOCIAL RESPONSIBILTY

5.1   Introduction

Ethics can be defined as "the code of moral principles and values that govern the behaviours of a person or group with respect to what is right or wrong" (Daft, 1995: 134). Marx et al. 1998: 392) confirm that: "business ethics deals with the difficult decisions concerning what is right or wrong when considered from a moral or a community point of view". Lewis et al. (1999: 99) further states that a code of ethics consists of the general principles, value system and rules that a company follows. The researcher believes that South Africa is facing a crisis in moral values, which brings ethical issues to the fore in companies. This crisis can possible be attributed to the post apartheid era where misconduct and inequality practices came into the light. Misconduct, crime and unethical practices are threatening good management practice and will in the long run affect the competitiveness of South African businesses. Ethics deal with the internal values that are a part of the corporate culture and shaped decisions concerning social responsibility with respect to the external environment.

Social responsibility is "the obligation of organisation management to make decisions and take actions that will enhance the welfare and interests of society as well as the organisation" (Daft, 1995: 144). Lewis et al. (1998: 81) further define corporate social responsibility as "the interaction between business and the social environment in which it exist" and agree that being social responsible means acting in a manner that is acceptable to the society as a whole. In the past businesses were acting in a socially responsible fashion if they strive to utilise the resources as efficiently as possible and to produce the products and services that society wanted at prices consumers are willing to pay. This view has expanded though and other social actions that are carried out include programs for education, health, employee safety, housing, urban renewal, pollution abatement, resource conservation and day-care facilities for working parents (Steiner & Steiner, 1994: 108, 110). Social responsibility is a difficult concept, because of people's different views and beliefs regarding which

actions to take that will improve society's welfare. A range of issues is also covered by this concept that include race, sex and disability. It is also difficult to manage a business and to be socially responsible, because of the competitive nature of businesses. Different authors stressed different perspectives on the subject of social responsibility. It will be explained accordingly in the next section.

5.2 Different perspectives and criteria of social responsibility

Social responsibility has different criteria as discussed by Daft (1995: 147-148). These include:

- *Economic responsibilities.* The business institution is the basic economic unity of society. It is responsible to produce the goods and services that society wants and to maximise profits for its owners and shareholders. The purely profit-maximising view is no longer considered an adequate criterion for performance.
- *Legal responsibilities.* This is the ground rules, laws and regulations that businesses are expected to follow. Businesses are expected to fulfil their economic goals within the legal framework.
- *Ethical responsibilities.* This includes behaviours that are not necessarily codified into law and may not serve the corporation's direct economic interest. These include fairness, equity, impartiality, and respect for the rights of individuals and provide different treatment of individuals only when relevant to the organisation's goals and tasks.
- *Discretionary responsibilities.* This is organisational responsibility that is voluntary and guided by the organisation's desire to make social contributions not mandated by economics, law or ethics.

Hargreaves and Dauman (in Marinetto, 1998: 3) identified three distinguishable levels of responsibility that include:

- *Basic responsibilities* that include the technical and routine obligations such as paying taxes and ensuring scrupulous dealings with customers.

- *Organisational responsibilities* that include the securing of the well-being and needs of the people in the organisation.

- *Societal responsibilities* that include the involvement into society and assisting the community in the creation of a "healthy overall environment".

Lewis et al. (1998: 82-84) also identified three perspectives of social responsibility:

- *Economic responsibilities* that include the making of a profit in a manner that fits "into the rules of the game". Organisations however view the individuals as moral agents and not the organisation.

- *Public responsibility* represents an alternative view of social responsibility. According to this, businesses/organisations should act in ways that are consistent with society's view of responsible behaviour as well as with established laws and policy.

- *Social responsiveness* stresses that businesses should proactively seek to contribute to society in a positive way and that organisations should develop an internal environment that encourages and supports ethical behaviour.

Steiner and Steiner (1994: 111-112) identified three concentric circles of responsibilities:

- *The inner circle.* This includes the clear-cut basic responsibilities for the efficient execution of the economic function. For example products, jobs and economic growth.

- *The intermediate circle.* This encompasses responsibility to exercise this economic function with a sensitive awareness of changing social values and priorities. This includes respecting environmental conservation,

hiring and relations with employees, fair treatment and protection from injury.

- *The outer circle.* This represents newly emerging responsibilities that business should assume to become more involved in actively improving the social environment.

It became clear to the researcher that the term social responsibility expanded in the corporate world. Social responsibility was first viewed as just the economic responsibility. It became apparent however that businesses became more aware of the society and environment of which they form a part and the importance of their active involvement in this society. Businesses are also complied to conduct their activities in a manner that is ethically suitable in the whole society and environment. Lewis et al. (1998: 86-87) have identified social responsibility strategies that range on a continuum as "to do nothing" or "to do much" and are as follows:

- *Reaction.* An organisation that assumes a reaction stance simply fails to act socially responsible. That occurs when the organisation is more concerned about profitability than about the health and safety of its employees.
- *Defence.* These organisations only defend their current position and that is the only time when they react to social challenges.
- *Accommodation.* Organisations with an accommodation strategy adapt their behaviours to comply with public policy and regulations. They also attempt to be responsive to public expectations.
- *Proaction.* Organisations with a proaction strategy subscribe to the notion of social responsiveness. They do not operate solely in terms of profit, but actively seek to improve the welfare of society.

It is argued that most businesses function somewhere on this continuum, but should be motivated to conduct a proaction strategy in order to improve the welfare of society. When employing disabled people businesses should in a sense be motivated to accommodate disabled people, not just because of

legislation, but also because of their social responsibility to the community and society as a whole.

5.3   Summary

With the South African government and society placing a great deal of pressure on companies in regard to affirmative action measures and the employment of disabled people, companies/employers face a major challenge. Inherent to the business culture is the objective to be economically sound and competitive and ethics and social responsibility most often took a back seat to these more prevailing characteristics. Recently however the business world was confronted with the concept of social responsibility and the transition is not easy. Employers should be supported and motivated during this process to make the transition easier. This research study will specifically focus on this need of the employer/business/organisation in order to develop a training program that could assist and support them in the employment of disabled people. Part of this process is the desensitisation of companies to be more accommodating towards the employment of disabled people and to break down barriers created by stigma. Another part of this process is the importance of social responsibility and ways in which the business/organisation can function in a socially responsible manner.

6   CONCLUSION

During this chapter, the concepts of employer, manager, employee and the labour market were explored and discussed. Focus was placed on the employer/manager and the different tasks, roles, skills, and functions that the employer has to comply with in order to manage a business successfully. The labour market was explored with specific reference to the South African labour market as well as unemployment and other challenges the labour force and the disabled person who, wants to be integrated in the labour market, face. The ethics of employment and social responsibility concluded this chapter.

In Chapter 3 and 4 the disabled person's world as well as the employer's world were explored. It became clear to the researcher that it will be a difficult process to integrate the disabled person into the very different world of the employer. In the next chapter attention will be given on the different perspectives in ways to integrate the disabled person into the labour market and strategies to support the disabled person as well as the employer in the process

CHAPTER 5

STRATEGIES TO INTEGRATE DISABLED PEOPLE INTO THE OPEN LABOUR MARKET

1 INTRODUCTION

In the previous chapters, the integration of disabled people into the labour market has been viewed according to different angles. In Chapter 2 four models have been identified that enabled us to view disability and the researcher has chosen the systems theory-, ecological systems- and social model to act as framework in this research study. Chapter 3 described disability as phenomena in society and named the challenge of integrating this previously excluded group into the open labour market. Chapter 4 focused on the employer, the labour market and myths and assumptions that employers have about disabled workers.

This chapter will describe the strategies that have been identified to integrate disabled people into the open labour market. It will achieve this by the conceptualisation of different relevant concepts that include normalisation, rehabilitation, habilitation and integration. This chapter will further focus on the rights and responsibilities of disabled people as well as independence and empowerment of disabled people to be employed. The legislation for disability internationally and nationally, the Employment Equity Act, 1998 (Act No. 55 of 1998) with the Code of Good Conduct with special focus on affirmative action and reasonable accommodation, and the Skills Development Strategy will also be explored. Other integration strategies that include national strategies, supported employment and two models of supported employment, and the utilisation of technology will conclude this chapter. In this chapter it will become clear that disabled people can be integrated into the open labour market if all the role players focus on the different strategies of integration.

The following section will explore the different concepts that are relevant in this chapter. It includes normalisation, habilitation and integration.

2 CONCEPTUALISATION

This chapter has the aim to explore the integration methods and strategies that have been developed to integrate disabled people into society and the labour market. It is therefore important to define some of the relevant concepts that will be mentioned in this chapter. This section will explore the meaning of *normalisation, habilitation, rehabilitation* and *integration* in order to create understanding of these different concepts. These concepts have been chosen by the researcher, because of the importance of understanding the different methods and strategies when integrating disabled people into the labour market and to acknowledge and understand different concepts within these strategies.

2.1 Normalisation

Normalisation is defined as the way in which the disabled person is included into the community with the same rights and privileges as the rest of the community (Schulman, 1980: 64). *Normalisation* can be achieved through physical, functional, personal, social, societal and organisational integration (Schulman, 1980: 68). This, however, is a complex process and preparation of the disabled person and the community should take place. Dudley (1997: 12-13) defines *normalisation* as the opportunity to develop relationships, being employed, living in an ordinary home and community and contributes to society. Movements have emerged to include disabled people into society and to give them access to a more normalised life and integrating them further into society and creating a least restrictive environment. According to Van Vuuren (1997: 112) *normalisation* is the process of "...letting the mentally retarded obtains an existence as close to the normal as possible".

Normalisation does not mean the deconstruction of the disabled person to be more "normal", but states that with opportunities and support, the disabled person could function in a community with the same rights and responsibilities.

The attitude of the community is an important factor in the process of integration and normalisation and a negative attitude can damage or strain the process of *normalisation*.

Rehabilitation is a concept that explains a strategy that assists in the process of normalisation. It will be defined accordingly.

2.2   Rehabilitation

The Active English Dictionary (1986) defines *rehabilitation* as the training of people (a disabled person/ex prisoner) to lead a normal life and fit into society. The Social Work Dictionary (Barker, 1991) defines *rehabilitation* as "restoring to a healthy condition or useful capacity to the extent possible". This term is utilised when referring to helping people who have been impaired through injury, disease and dysfunction. According to the Concise Oxford Dictionary (Pearsall, 1999) to *rehabilitate* means to "restore health or normal life by training and therapy after imprisonment, addiction or illness" or to "restore to useful life" (The American Heritage Dictionary, 1991). These definitions focus on the process of becoming normal after being restored to health and other capabilities and refer to disabled people as well as people who are addictive or have been imprisoned. According to these definitions *rehabilitation* and disability are viewed according to the medical model that has the objective to "cure a problem" in order for someone to "become normal" and fit in society and the labour market.

Rehabilitation is defined by the Encyclopaedia of Disability and Rehabilitation (1995: 258) as "a process of helping handicapped individuals move from positions of dependency in their community toward positions of independency in a community of their choice". This definition differs from the others by promoting personal choice and quality of life and the support and service delivery systems that strive to facilitate independent living. This definition however does not explain independence and that can be misinterpreted. Independence is a term that describes a person's ability and right to decision-making and will be thoroughly discussed in section 4 of this chapter.

Four basic assumptions about rehabilitative service delivery have been identified by Dowd and Emener in the Encyclopaedia of Disability and Rehabilitation (1995: 258) and include the following:

- Each individual is of great worth and dignity.
- Each individual should have equal opportunity to maximise his or her potential with societal help.
- Individuals strive to grow and change in positive directions.
- Individuals should be free to make their own decisions about the management of their lives.

Rehabilitation has been criticised by authors (Harrison in Swain et al., 1993: 216, 224) by placing *rehabilitation* in line with the medical model that claims that disability is a problem that can and must be "fixed" and strive to produce normally functioning individuals. The researcher agrees with these authors, by realising that *rehabilitation* as well as *independence* has not yet been redefined in order for disabled people and the rest of society to understand the full extent of this concept. *Rehabilitation* is a learning process and the medical/rehabilitation field has a definite place in the field of disability. It is important that the focus should not just be on the medical treatment and the rehabilitation methods when assisting a disabled person, but also on society that, according to the social theoretical model of disability, causes the disability. The disabled person should also be a full partner in choosing professional and medical services and must be empowered to do so. The term *habilitation* describes this process of ability development and will be defined in the next section.

2.3   Habilitation

The Social Work Dictionary (Barker, 1991) defines *habilitation* as " a practice orientation that views the client as a competent and coequal problem-solver who is empowered through education, new coping skills and resources". According to the American Heritage Dictionary (1991) to *habilitate* means, "to impart an ability or capacity to qualify oneself". *Habilitation* is "...a process by

which professional services are utilised to help a disabled individual make maximal use of his capacities in order that he might learn to function more effectively" (Van Vuuren, 1997: 110). This view is in contrast to the rehabilitation orientation that tends to see clients (in this case disabled people) as dysfunctional or dependent recipients of treatment (Social Work Dictionary, 1991).

Habilitation is therefore the way in which disabled people are empowered to develop their abilities in order to function more effectively in society. *Habilitation* is also a better description to utilise than *rehabilitation*, because it focuses on disabled people being able to achieve goals within the limitations of this impairment. Placing the disabled person and the professional person as equal partners in this process, not trying to "cure" the disabled person in being more "normal", and the development of abilities to function more effectively with the disability, promotes independence and quality of life. An objective of *habilitation* is to create independence and quality of life, which promotes the integration of disabled people into society and the labour market. *Integration* is also an important concept in this study that will be described in the following section.

2.4   Integration

Integration is defined by the Social Work Dictionary (Barker, 1991) as "the process of bringing together components into a unified whole". *Integration* is viewed by Barton (1989: 1) as a struggle over competing objectives between groups involved in unequal power relations. *Integrated work* is defined by Wehman, Sale and Parent (1992: 311) as "employment in a typical work setting in which the person with a disability works in close proximity to, and interacts with non-disabled workers other than human services support personnel. The individual with a disability would perform tasks similar to other tasks performed in the particular industry". Nirje (in Schulman 1980: 68, 70) identified six basic levels of integration that include physical- (house, school, work), functional- (public transportation, buildings), personal- (family, friends), social- (community involvement), societal- (citizenship) and organisational integration (specialised services). All these basic levels of integration are important, but the researcher

will for the purpose of this study focus on physical integration and social integration, by referring to the integration of disabled people into society and the open labour market.

The *integration* of disabled people is therefore the way in which they are becoming a part of a society and the way society views them as being a part of the society. Disabled people were not always considered as participating, full and equal members in society, because of the disability that society considered as "not normal". Disabled people are in a process of claiming full membership into societies and take part in every possible way as equal members. Integration must take place in the different levels of society that include employment in which disabled people should be able to work alongside non-disabled colleagues and be a part of the work system. *Integration* is a responsibility that weighs heavily on society as well as the professionals who are part of assisting disabled people through a *habilitation* process to become full members of society and the open labour market.

2.5   Summary

In the explanation of these different concepts it became clear to the researcher that most definitions regarding disability and the process of integration should be redefined, so that society, employers and disabled people have full understanding of the meanings of these concepts. In order for the disabled person to function "normally" in society and the labour market, certain changes, that include the prevalence of the rights and responsibilities of disabled people and the opportunities and support, have to be established. These concepts should be included in a training program for employers to integrate disabled people into the labour market. It is also important to stipulate the importance of the rights of disabled people in order for them, society and employers to understand their rights as equal citizens in society and in the open labour market. It is also important to realise that with rights, comes responsibility. The content of these rights and responsibilities of disabled people will be discussed in the next section.

3   RIGHTS AND RESPONSIBILITIES OF DISABLED PEOPLE

In Chapter 3 it was established that disabled people have to deal with stigma and problems relating to not being accepted as full, participating members of society. According to Schloss (in Alper, Schloss & Schloss, 1994: 28), people with disabilities have been denied even basic human rights that include freedom from harsh treatment and segregation, protection from public scorn and prejudicial treatment. Other rights that have been ignored include access to public facilities and services, access to full employment and liberty of thoughts and actions. Because of the relevance of knowledge regarding the rights and responsibilities of disabled people, the following section will describe the rights and responsibilities as follows.

3.1   The rights of disabled people

According to Suarez de Balcazar et al. (in Nagler, 1990: 5) people with disabilities are unaware of their legal rights as well as state legislation that they should support or oppose. The White Paper on Integrated National Disability Strategy (1997: 57) further states that people with disabilities were marginalized and excluded from many aspects of life and they were not empowered to know or to advocate their rights.

The rights of disabled people are as follows according to Schulman (1980: 79):

- The right to education, treatment, services, and habilitation designed to maximise the developmental potential of the person to be provided in a setting that is least restrictive to an individual's personal liberty.
- The right to a nourishing, well-balanced daily diet.
- The right to appropriate and sufficient medical and dental services.
- The right to be free from physical restraint unless absolutely necessary for the person's or other person's safety. (In no event should such restraint be used as a punishment or as a substitute for a habilitation program).

- The right to be free from excessive use of chemical restraints as punishment or as a substitute for services, treatment, or habilitation.
- The right to receive close relatives or visitors, at reasonable hours without prior notice.
- The right to be free from fire, health and sanitation hazards.
- Civil rights in the community, the right to marry, to informed voluntary sterilisation, to life, to bear children, to a barrier-free environment, to employment, to travel, to vote and to drive.

Schloss (in Alper et al., 1994: 30-31) has also identified the rights of individuals with disabilities and their families and these include the following:

- The right to vote.
- The right to sue.
- The right to contract.
- The right to transportation.
- The right to access.
- The right to confidentiality.
- The right to protection from discrimination in employment.
- The right to freedom from discrimination in housing practices.
- The right not to be involuntary confined to an institution.
- The right to reasonable and safe confinement when institutionalised.
- The right to refuse treatment while in residential care.
- The right to refuse participation in non-therapeutic labour in residential settings.
- The right to be treated with dignity.
- The right to privacy.
- The right to visitation while in residential care.
- The right to refuse participation in experimental research.
- The right to due process when suspicion of rights violations occurs.
- The right to maintain reasonable personal possessions.
- The right to qualified service providers.
- The right to least restrictive placement.

Schloss (in Alper et al., 1994: 35) have further identified the rights of disabled people and their families regarding service provision requirements:

- The right to recreation.
- The right to education.
- The right to the development of an individualised education program.
- The right to vocational rehabilitation.
- The right to summer school.
- The right to assessment in native language.
- The right to social support.
- The right to an education program while in residential care.

The researcher came to the conclusion that these rights include the basic rights that all citizens of society are entitled to. These rights can be summarised by the researcher according to the White Paper on Integrated National Disability Strategy (1997) and own experiences as follows:

- Disabled people have the right to:
- A safe environment.
- Proper nourishment.
- Medical and vocational services.
- Accessible buildings.
- Public transportation.
- Education and vocational training and habilitation.
- Not to be institutionalised.
- To make own choices and decisions regarding their lives.
- Employment and vocational training and job coaching for employment.
- To vote and to marry.
- Be respected and not stigmatised.
- Social support in the form of grants received from government.
- Support services from organisations.
- Recreational and social activity.

It is further the researcher's considered opinion that too much emphasis is sometimes placed on the rights of the individual, without proper attention given to the responsibilities that are a part of the rights of citizens. Attention will therefore be given to the responsibilities that disabled people have, apart from having full rights to citizenship.

3.2   The responsibilities of society and disabled people

To become full citizens in a society it is important to have equal access to privileges and services and to have rights. When having rights it is also important to understand that one also has responsibilities. The responsibilities of the society and the disabled people are described in Schulman (1980: 85) as follows:

- Respect the rights of the disabled, including the right to fail.
- Respond to the disabled person as individuals rather than members of a subgroup.
- Provide for their specialised needs.

In return it is realistically expected from the disabled person to:

- Respect the rights of others
- To be reasonably self-controlled in terms of behaviour and social conduct.
- To contribute to the benefit of society through gainful employment whenever possible.

Advocacy is the process in which the disabled person or other responsive individuals or groups become advocates in promoting the rights and equality of disabled persons to achieve *quality of life* (Schulman, 1980: 185). *Quality of life* is the satisfying life experiences that are important to all people and which disabled people, as being full and participating members of society, are entitled to. Rights, responsibilities, social activities, relationships with other people,

physical and material well-being and personal development and fulfilment are components that could promote *quality of life*. *Quality of life* is therefore also a right and part of that right is the right to make one's own decisions and to function as an independent individual. *Independence* is a very misunderstood definition and should be redefined in society as well as in the disabled community. The following section will give attention to the concept and definition of *independence* and ways to promote quality life, by the promotion of *independence*.

4 INDEPENDENCE AS A BASIC RIGHT OF DISABLED PEOPLE

The term *independence* has always been associated with the ability to do things for one self and to be self-supporting and self-reliant. *Independence* is defined as "free, not ruled by anyone else; not needing/relying on anyone else" (Active English Dictionary, 1986). According to this definition, when looking from the framework of the systems and social theoretical models, then nobody in this world is independent, because we are all interdependent and part of a social system and environment. The "ideology of independence" is created by society and teaches us that unless we can do everything for ourselves, we cannot take our place in society. We must be able to cook, wash, dress ourselves, make the bed, write, speak and so forth, before we can become proper, independent people that fully can take part in all major activities in the society. It is understandable that the assumption "disabled people are dependent" is created, because of the fact that the disability causes a person to count on other people to help him tending to certain needs (Morris, 1993: 22-23).

Another ideology of independence that came to the fore is society's expectations of disabled people to become fully independent and to function "normally". Western industrial societies view disabled people as unable to control their lives and not able to make their own decisions, but have the assumptions that it is the absolute need of the disabled person to become independent and to function without the help of other people. French (in Swain et al., 1993: 45, 47) however explains that these expectations are oppressive when the onus is firmly placed on the disabled person to cope and adapt to the

needs of non-disabled people. These narrowly described definitions of *independence* give rise to inefficiency, stress and isolation. The striving for *independence* and normality as normally described by society, can also lead to frustration and low self-esteem in disabled people.

Independence should therefore be redefined by society in order to understand and accommodate disabled people in the community. No individual can truly function independently from other people and society as a whole, lives in a state of mutual interdependence. True independence means the freedom to make one's own decisions. Corbett (in Swain et al., 1993: 46) says: *"Real independence is nothing to do with cooking, cleaning and dressing oneself. If you ask me what is my experience of being independent, I would not automatically think about self-help skills, but of being able to use my imagination to create fantasy, of enjoying music and drama, of relishing sensual pleasures and absorbing the natural life around me".*

Independence is very narrowly described by society and these narrow descriptions lead to the exclusion of disabled people by not viewing them as persons that are capable of making their own decisions. *Independence* lies in every person's ability and right to decision-making, even if we as people are dependent on each other for support. We function in systems that are interrelated and are not able to function without other systems. Disabled people should be respected to make their own decisions, even if they are more dependent on help and support than non-disabled people. Some disabled people however have redefined independence, which resulted in the development of the independent living movement.

The independent living movement became known in Britain because of disabled people's attempts to leave residential care and the promotion of job opportunity and independence (Morris, 1993: 17). In this context *independence* is redefined as "simply being able to achieve our goals. The point is that independent people have control over their lives, not that they perform every task themselves. Independence is not linked to the physical or intellectual capacity to care for oneself without assistance; independence is created by having

assistance when and how one requires it" (Brisenden in Morris, 1993: 23). Independency now means to take responsibility and control over one's life even though it does not necessarily mean to function physically independent.

According Morris (1993: 21) the philosophy of the independent living movement is based on the following four assumptions:

- That all human life is of value;
- That anyone, whatever the impairment, is capable of exerting choices;
- That people who are disabled by society's reaction to physical, intellectual and sensory impairment and to emotional distress have the right to assert control over their lives;
- That disabled people have the right to participate fully in society.

The *independence* of disabled people can be achieved through the implementation of certain programs to develop certain skills and these programs can differ depending on the developmental stage of the person, the special needs of the adults and variations in skills (Schulman, 1980: 152).

Society has established very narrow definitions of *independence* and views any person that receives help from somebody else as "dependent". Disabled people specifically need more help when tending to specific needs and this lead to society believing that disabled people are not able to make their own decisions. According to the system theory model and the social model it is impossible to function in a vacuum and all people are interdependent on other people and systems for survival. *Independence* is redefined as the ability to make one's own decisions and choices in life. According to this definition, not all disabled people have the ability to function independently by making their own decisions, and choice-making is situated in a process of empowerment that will be discussed in the next section.

5   EMPOWERMENT AND EMPLOYMENT OF DISABLED PEOPLE

Most disabled people were until recently not empowered to decide if and where they want to be employed, because of the fact that they were excluded from society and not allowed to make important choices regarding employment and a career. The empowerment of disabled people, to become productive members of society, is therefore an important strategy in the integration of disabled people into the labour market that must be explored. The Social Work Dictionary (Barker, 1991) defines *empowerment* as "the process of helping individuals, families, groups and communities increase their personal, interpersonal, socio-economic and political strength and influence towards improving their circumstances". Solomon (in Morales & Sheafor, 1998: 230) defines *empowerment* as: "a process whereby persons who belong to a stigmatised social category throughout their lives can be assisted to develop and increase skills in the exercise of interpersonal influence and the performance of valued roles". *Empowerment* is defined by West and Parent (in Wehman et al., 1992: 30) as "the transfer of power and control over the values, decisions, choices and directions of human services from external entities (i.e. government agencies, service providers, social forces, etc.) to the consumers of services". Stein (in Kosciulek & Merz, 2001: 209) further conceptualises *empowerment* as "involving internal/psychological and situational/social aspects. Internal/psychological factors include a sense of control, competence, responsibility, participation, and future orientation. Situational/social aspects include control over resources, interpersonal, work, and organisational skills; and 'savvy', or an ability to 'get around' in society". And according to Becker (1998: 80) *employee empowerment* represents a "profit-motivated, efficiency-improving opportunity, in which attitudinal and environmental changes in the organisation result in better, faster decision-making".

Empowerment as a concept in the helping profession has been recognised under several guises for many years. Its operational and conceptual definitions, however, are still being formulated. It is used as a goal or outcome (feeling powerful, worthy of self-esteem, competent) and as a process, personal and

professional, other-oriented, modifying personal and structural conditions to allow people to achieve power and empowerment (Itzhaky & York, 2000: 225).

Empowerment in the context of this study can therefore be defined as the process in which disabled people become stronger in realising their strengths and rights and when they are enabled to make decisions and choices in their lives. In these processes they are enabled to take charge of their lives and to become individuals that play an active role in decision-making as well as becoming full members of society.

In the past disabled individuals were not able to make their own decisions regarding vocational services or employment. The aim presently is to empower these individuals to make their own decisions and with the necessary support, to be placed into employment according to his/her own preferences, skills, abilities and interests (West & Parent in Wehman et al., 1992: 31). West and Parent (in Wehman et al., 1992: 32-38) have identified the following empowerment opportunities in employment that can be utilised when empowering a disabled person to be integrated into the labour market:

- *Choosing a career area.* Persons with a disability have not had proper community-based vocational training, career counselling or work history to develop a career preference. Strategies can be used to assist the individual in making an informed career choice. These include computer software, videotapes displaying the work environment and job responsibilities, repeated personal conversations between the employment specialist and the consumer and participation in community-based situational assessment experiences.
- *Choosing a specific job.* Identified career preferences can provide broad parameters that can act as a guideline. The specific characteristics of each potential job opening and work environment are going to vary and affect the desirability of the specific job to the consumer. Indications of which job characteristics the individual value, can be identified during the next activities. These activities include the interviewing of the consumer and his/her family members, the observation of the consumer in different

environments, the reviewing of records and evaluations documenting previous experiences, visiting and communicating with the consumer, the conducting of a community-based situational assessment work experiences and the arrangement of on-site visits at different businesses in the community.

- *Choice of agency and job coach.* In areas where there are multiple providers of employment services, funding and referral agencies, the consumers and their families have the opportunity to choose their own agency and specialist. In South Africa however few of these providers exist and the consumer does not have a variety of service agencies to choose from.

- *Choice of methods.* Consumers of services can also be involved in selecting training methods, adaptive devices or compensatory strategies. They may also want to choose the level of intervention that is being provided at the job site.

- *Choice of keeping or resigning a job.* This is probably the most difficult choice to respect, because of the enormous time and effort that take place during a job placement. This motivates consumers to maintain a placement as long as possible regardless of the level of satisfaction. Supported employment agencies should thus match the abilities and interest of the individual with motivating, challenging jobs and develop a more positive attitude regarding job separations. Resignation from a job should not be seen as a failure, but as a growth situation.

Empowerment of the disabled person in the integration process is important, because of him/her being enabled to make a decision regarding employment and the way employment will be established. There are different focus areas when dealing with the empowerment of different types of disabled people. According to West and Parent (in Wehman et al., 1992: 38) people with an **intellectual impairment** are highly unlikely to develop sufficient abilities to achieve complete self-direction, independence, and autonomy. This frequently leads to learned helplessness and total dependence on others. A program assisting intellectually impaired persons should consist of empowerment to enable them to show preferences, make choices and decisions, and exercise

some control over their own day-to-day activities. The service providers should respect the choices of the intellectually impaired person and should keep in mind that choices and decision-making is a part of establishing one's own identity and individuality.

Individuals with **physical disabilities** have motor impairments related to a variety of diagnoses including cerebral palsy, muscular dystrophy, multiple sclerosis, rheumatoid arthritis, and traumatic brain- and spinal cord injury. They also have multiple needs and required assistance in mobility, communication, learning, self-care or decision-making. This program differs from a program developed for individuals who have intellectual impairments and the focus is placed on job-site enabling rather than job-site training. Modifications, adaptations and compensatory strategies to assist an individual are necessary. Transportation problems are another issue that has to be addressed (West & Parent in Wehman et al., 1992: 46-47). Reasonable accommodation is the term used to explain how disabled people can be accommodated in an employment environment. This can be discussed with the employer and the consumer so that both parties are equally satisfied with the placement. Reasonable accommodation will be discussed later in this chapter.

According to Becker (1998: 80) individuals seek personal empowerment from their jobs, in an empowerment process that may or may not be consistent with the organisation's efforts. The system proposed here, focuses on the job the individual chooses after completing a habilitation or vocational training program and the following seven measurable objectives of empowerment are used:

- Compensation and benefits package.
- Proximity to family, friends, and community.
- Ethics and respect for human dignity supported by management and owners.
- Self-fulfilment opportunities.
- Physical and emotional safety.
- Sense of belonging.

It seems therefore that empowerment, choice-making and employment are important values to disabled people, because this enables them to become more independent and to take charge of their lives. Career-choosing is an important factor of choice-making and disabled people have the right to services, to identify a career in which they would function successfully as well as to choose their own employment situation. In order to be able to make sensible choices, disabled people should be empowered with the skills and abilities to make choices as well as considering different alternatives, before making liable choices. Disabled people were in most cases excluded from everything including the right to make their own decisions, but legislation has changed recently and gave disabled people the freedom to make their own choices, especially about employment alternatives (The White Paper on Integrated Disability Strategy, 1997; Olkin, 1999 and Hales, 1996). The next section will explore the change of legislation that will lead to the empowerment of disabled people.

6   LEGISLATION AND DISABILITY

Legislation is very important when promoting the rights of disabled people and must ensure equality, non-discrimination and protection for people with disabilities. Existing legislation must be scrutinised for compliance with the constitutional principles (White Paper on Integrated National Disability Strategy, 1997: 57). According to Olkin (1999: 137) laws and legislation plays a major role in the disabled community because changes in legislation lead and reflect major social reconstructions of disability and represent concrete changes in disabled people's every day lives. Disabled people should be protected against discrimination and legislation by restructuring state welfare and the employment and social status of disabled people (Oliver & Barnes in Swain et al., 1993: 267). The social model stipulates that disability is caused by the state of the society and not by the state of the disabled person's body. Davis (in Hales, 1996: 124) has a very strong viewpoint regarding the issue of legislation:

"We have said that we don't want legislation which treats us as people with special needs, but which instead outlaws and requires removal of the environmental and social barriers which prevent us from participating on equal terms in the ordinary activities of daily life. We have pointed out that we need legislation, which enables us to take control of our lives, live independently and make a contribution to society. We have warned that until this kind of legislation has been enacted countless millions more pounds will be wasted just keeping us in a state of dependency and second class citizenship".

Legislation has definite impacts on people's, in this case disabled people's lives. It is linked to other Acts and can make previous Acts obsolete. It is not just the Act that affects what happens in practice, but also the regulations, circulars and other papers that are produced to explain in detail the Act and the consequences thereof. Legislation also has the tendency to change regularly and have definite power over people's lives. It can:

- Require people or organisations to provide certain services.
- Enable organisations/individuals to provide services.
- Prevent people or organisations from doing certain things (Cooper in Hales, 1996: 134-135).

The rights and equality of disabled people are an important factor in legislation. Legislation in the past, created social and environmental barriers that excluded them from all major activities in society and new legislation had to be established to break down these barriers. Legislation is needed to empower and enable disabled people to control their own lives, to live independently and to make a contribution to society. A proper legal foundation of equal citizenship has to be secured to bring an end to discrimination. Governments world-wide came under pressure to change legislation regarding disabled people in order to integrate them as equal citizens in society and changes have been made in these last few years on the international and national front, regarding discriminatory acts against disabled people.

6.1 Legislation changes regarding disabled people internationally and nationally

International protection of human rights is based on the 1948 UN foundation document, which mandates specific rights and freedoms for all people under "life", "liberty", "security of the person", "arrest and detention", "exile" and "residence". These defined and categorised rights however did not include disabled people, and the laws reinforced a paternalistic or protectionist attitude toward disability by focusing on the inabilities, rather than the abilities of the disabled person (The Encyclopaedia of Disability and Rehabilitation, 1995: 258-259). The medical model played an integral part in the explanation of disability and the legislation regarding disability, by viewing disabled people as dependent on state welfare and not able to participate as equal participants in society. Disabled people were segregated, were made dependent and unproductive and were made to believe that they should feel grateful for the beneficence of the caring state (Davis in Hales, 1996: 125-126).

Legislation about disability and discrimination practices regarding disability around the world has been changed, because of pressure from the disabled community and its advocates and the emergence of the social model in viewing disability. The social model placed the responsibility of integration onto the shoulders of society and the legislation regarding discrimination against disabled people. In the next paragraph a short summary will be given on the changes that took place regarding legislation against the discrimination of disabled people. The summary will include countries such as the UK, Australia, New Zealand and the USA.

- According to Davis (in Hales, 1996: 128-129) in 1979 in the United Kingdom a report was presented to make discrimination, on the grounds of disability, illegal in areas of employment, education, provision of goods, facilities and services, but the support was altered by the arrival of a Conservative government. Nine attempts between July 1982 and February 1991 took place to reintroduce legislation regarding the discrimination of disability in the United Kingdom and the Disability

Discrimination Bill was presented in 1991. During the summer of 1995, the Disability Discrimination Bill proceeded through the House of Lord before its enactment.

- In Australia in 1992 the Disability Discrimination Act (DDA) received the Royal Assent with the objectives to eliminate discrimination against persons on the ground of disability in areas of work, accommodation, education and access, provision of facilities, existing laws and programs. It further stipulated that persons with disabilities have the same rights to equality before the law as the rest of the community (Davis in Hales, 1996: 130).

- According to Davis (in Hales, 1996: 130) in New Zealand the Human Rights Act 1994 came into being. This act was designed to consolidate and amend earlier race relations and human rights legislation and to give better protection for minority rights in New Zealand. This is in line with the United Nations declarations and includes disabled people among its provisions. This Act seeks to make discrimination against disabled people unlawful in relation to access, vehicles, facilities, and the provision of goods and services.

- In the USA the Americans with Disabilities Act (ADA) was unanimously passed in 1990 and signed by President Bush and took effect in 1992. Prior to the ADA people with disabilities were a marginalized population under the law. The Civil Rights Acts of 1964 prohibited discrimination on the basis of race, religion, national origin and gender but excluded disabled people (Miller & Sammons, 1999: 44). The Americans with Disabilities Act focuses on the prohibiting of disability discrimination in employment and requires reasonable accommodation, public accommodation, government services and public and private transportation systems (Encyclopaedia of Disability and Rehabilitation, 1995: 268-269). According to this Act participation in the mainstream of daily life is an American right and if enforced vigorously, should improve the quality of life for many individuals who have a disability.

In South Africa, people with disabilities (like the majority of people in the Apartheid era) were denied fundamental human rights and experienced further

discriminations on the basis of their disability (White Paper on Integrated National Disability Strategy, 1997: 57). The Disability Rights Unit of Lawyers developed the Disability Rights Charter of South Africa for Human Rights and the DPSA (Disabled People South Africa) by consulting disabled people throughout the country. This charter was adopted by the DPSA council in 1992 and reflects the demands from the disabled community and aimed to promote equal opportunities for disabled people. To address the more specific needs of people with different disabilities, various sectors within the disabled community have been involved in developing charters and highlighted the fact that people with disabilities experience discrimination in different ways. Another important development in the rights of disabled people in South Africa was the 1996 Constitution that guaranteed fundamental rights to all citizens. This also included freedom from discrimination and affirmative action to previously disadvantaged groups in South Africa. The inclusion of this provision had far-reaching implications for preventing discrimination against disabled people, but it required practical implementation (White Paper on Integrated National Disability Strategy, 1997: 16-17). According to the South African White Paper of Integrated National Disability Strategy (1997: 42), experiences in other countries have shown the necessity of enacting legislation expressly designed to remove barriers that lead to discrimination against disabled people in the workplace. Such legislation should also provide mechanisms to ensure that disabled people enjoy equal opportunities in the workplace.

It is clear from the literature that transformation in the legislation regarding the discrimination against disabled people realised only in the last decade of the previous century, after years of discriminatory practises and legislative processes. All countries have only identified the necessity of changing legislation to accommodate disabled people, after the disabled community placed tremendous pressure on governments to make these necessary changes. South Africa also underwent a transformation process in which the constitution and legislation were in a process of change, in order to address the discrimination of previously disadvantaged groups. In the next section the Employment Equity Act (Act No. 55 of 1998), South Africa's legislation regarding employment of designated people, affirmative action and the Skills

Development Strategy, as practical strategies to integrate disabled people into society and the workplace will be thoroughly discussed.

7 TYPES OF LEGISLATION FOR DISABLED PEOPLE IN SOUTH AFRICA

For the integration of disabled people into society as well as the labour market, transformation in the legal system in South Africa was a necessity. To establish a legal framework in which the rights of disabled people are promoted the following legislation and strategies were developed. These include the Employment Equity Act, 1998 (Act No. 55 of 1998), the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998), Affirmative Action and The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997). This legislation will be discussed as follows.

7.1 The Employment Equity Act, 1998 (Act No. 55 of 1998)

In the previous section, it became clear that disabled people were part of a group that did not have equality and equal rights and this led to the exclusion from basic rights and activities. Equality can be defined as the way in which all people, independent of race, sex and disability, etc., should be regarded as equal in their right to well-being. Unfortunately economic efficiency and effectiveness have taken precedence over equality in the past (Rioux in Rioux & Bach, 1994: 67). The 1996 Constitution of South Africa however stipulates that people with disabilities have equal rights as all other citizens, and should be treated equally and fairly without discrimination (White Paper on Integrated National Disability Strategy, 1997: 17). Legislation is important in a society, because it provides a legal framework to which all citizens should comply and it stipulates the rights of people in a society that should be respected, but could also be law enforced. The Employment Equity Act, 1998 (Act No. 55 of 1998) is the legislation and legal framework that stipulates the manner in which disabled people should be included into the labour market in a way that can be law enforced. The purpose of the Employment Equity Act, 1998 (Act No. 55 of 1998) is to achieve equity in the workplace by:

(a)   Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination;

(b)   Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

The Employment Equity Act, 1998 (Act No. 55 of 1998) protects people with disabilities against unfair discrimination and entitles them to affirmative action measures. It further stipulates that no person may unfairly discriminate directly or indirectly against an employee on grounds such as race, gender, pregnancy, marital status, ethnic or social origin, age, religion and disability and harassment is prohibited against all people. Employers must therefore take steps to promote equal opportunity in the workplace by eliminating unfair discrimination in any employment policy or practice.

This means that employers must not discriminate against any person, in this case the disabled person, and should reasonably accommodate the needs of people with disabilities. (Reasonable accommodation will be discussed later in this chapter). Disabled people have the right to equal opportunity in the labour market and are protected against any form of discrimination that results in disabled people being excluded from the labour market.

According to the Employment Equity Act, 1998 (Act No. 55 of 1998) an employer must prepare and implement an employment equity plan, which will achieve reasonable progress toward employment equity in that employer's workforce. Included in this plan are the objectives, affirmative action measures, and numerical goals of designated groups, timetable, duration of plan and the monitoring and evaluation procedures. This plan must further include the internal procedures to resolve any dispute about this plan, the persons responsible for monitoring the plan and any other prescribed matter. These employers must submit reports regarding the employment equity plan, 12 months after the commencement of this Act (date of commencement October 1998), of their specific plan to employ people from designated groups and are

liable to a fine if these regulations are not met. The employer could also be taken to the Labour Court because of non-compliance. This causes a dilemma for the employer, because of stigma and misconceptions of disability and it places a burden on employers to employ people with disabilities without them having the necessary skills, knowledge or training facilities to assist them in this process.

In terms of the White Paper on Integrated National Disability Strategy (1997: 43) standards that must be observed in the realisation of the creation of equity in employment and training opportunities for people with disabilities include:

(a)   The enactment of legislation that promotes a policy of equitable employment levels for disabled workers in both the public and private sector. Components that could be included in the employment equity policy are:

> Methods to determine the potential candidate pool of disabled workers.

> Targeting a percentage of positions at entry and higher levels for disabled workers.

> Targets for the employment of disabled workers in the private sector.

> Financial and tax incentives to organisations that attain targeted employment levels of disabled workers.

> Conditions whereby neither the employer nor the disabled worker suffers undue financial disadvantage from an employment contract.

(b)   The promotion of policies that encourage the employment of disabled women, especially women who are heads of families.

(c)   The promotion and implementation of policies and programs for disabled people, which ensure equity in terms of employment benefits, status and conditions. Positive measure could include:

> Equitable provision of employment benefits

> Equitable application of the Basic Conditions of Employment Act.

> The application of these standard working conditions to sheltered employment.

> The promotion of measures to protect disabled workers against discriminatory practices during retrenchment.

(d) The promotion of reasonable and equitable work environments for disabled workers. Measures could include:

> Incentives to encourage the accommodation of workstations to facilitate the employment of disabled people through the provision of assistive devices, personal assistance, specialised and alternative technology, and equipment and adjustments to the environment.

> The use of vocational assessment techniques to facilitate the matching of disabled job seekers with job-related requirement.

> The listing of essential job requirements as a basis for determining the suitability of disabled job-seekers

> The use of incentives to encourage the provision of work instruments, machine adaptations, documentation and tools in a format that is usable by and equitably accommodates the needs of disabled workers.

> The promotion of alternative work arrangements and hours.

> The evaluation of the performance and productivity of disabled employees on an equitably comparative basis with non-disabled employees.

The Employment Equity Act, 1998 (Act No. 55 of 1998) specifically targets people with disabilities for the implementation of accelerative measures that will ensure that they enter the labour market, secure their adjustment and enhances their advancement (Briefing by Department of Labour, 2001). This Act further protects disabled people from discrimination and developed a legal framework from which integration in the labour market can be promoted, by stating deadlines in which employers should perform. Even though the Employment Equity Act, 1998 (Act No. 55 of 1998) is seen as the answer to everyone's prayers by prohibiting discrimination, it does not provide the necessary support for the disabled person and the employer in this integration process. It states

the law of equity, but does not address the needs of the employer or the disabled person regarding training, placement and support in this integration process. This has the effect on the employer and disabled person being placed under pressure, without the necessary means to deal with this process. Other frameworks and strategies regarding this integration process have however been developed and include the Code of Good Practice on disability that serve as a guideline for employers in their effort to recruit, select, place, train and advance people with disabilities into the workplace. It also includes reasonable accommodation, which if implemented, would be the ultimate in removing barriers to training and employment of people with disabilities. Reasonable accommodation and the Code of Good Practice will be discussed later in this chapter. Another key mechanism in the Employment Equity Act is affirmative action that provides a policy in which the employment of disabled people should realise. In the next section affirmative action as policy will be critically discussed.

7.2 Affirmative Action

In March 1961, President John E Kennedy in the USA required employers contracting with the federal government to "take *affirmative action* to ensure that applicants are employed, and that employees are treated during employment, without regard to race, creed, colour, or national origin" (Wydick, 2000: 12). Some years behind the United States of America, *affirmative action* is identified in South Africa as a measure to restore equity. The Employment Equity Act of 1998 (No. 55 of 1998) define *affirmative action* measures as: "measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitable represented in all occupational categories and levels in the workforce of a designated employer". These measures include the identification and elimination of employment barriers, the furthering of diversity in the workplace and reasonable accommodation for people from designated groups. Affirmative action is defined by the Encyclopaedia of Disability and Rehabilitation (1995: 22) as the "elimination of disability factors from decision-making and the provision of reasonable accommodation as needed to assure that each protected individual

receives the opportunities he or she would have received had there been no disability". Thomas (1996: 7) defines *affirmative action* as a short-term strategy to open the doors of employment for previously disadvantaged people. It is however a policy and not a goal and job placements should still consists of people who are able to do the job and not just employed as "window dressing". *Affirmative action* is therefore the manner in which people who have been discriminated against in the past are compensated with jobs and other opportunities by the elimination of employment barriers and the establishment of reasonable accommodation measures to promote the integration of disabled people into the labour market.

In corporate South Africa, *affirmative action* is considered synonymous with the employment of numerical quotas and targets of black people, women and disabled people based upon proposed formulas. In South Africa it has become politicised and the training of the targeted candidates should go hand in hand with programs of *affirmative action* in an attempt to counteract historical education disadvantage and to create a skilled labour force (Thomas, 1996: 6). Thomas (1996: 44, 47) however states that *affirmative action* is the starting point in integrating previously disadvantaged groups into the workplace. Few organisations have undertaken holistic programs of affirmative action, which actively seek to train, develop and then promote black or disabled employees or women into positions of policy and decision-making power. Managing diversity is a comprehensive managerial process for developing an environment that works for all employees, one that allow difference and similarities to be used as a competitive advantage.

Affirmative action addresses inequality in a number of ways, by viewing the issue from a group rather than an individual perspective and importance is placed on the statistical evaluation of the discrimination effects. It further views unintentional discrimination as just as problematic as intentional discrimination and is an intervention in the elimination of inequality in outcome-produced structures. *Affirmative action* is especially helpful when integrating a group with the same characteristics into the labour market (Rioux in Rioux & Bach, 1994: 81-82, 84). Rioux (in Rioux and Bach, 1994: 83) however also criticises

affirmative action, because it does not take into account the inherent differences of the disadvantaged group. For example it is more difficult to place disabled people into the labour market, than women as a group, because more training, reasonable accommodation measures and ongoing support are necessary when employing disabled people. There are different types of disabled people in the disabled population, which also results in different types of reasonable accommodation methods. *Affirmative action* is not a program designed to create an adjustment to permanent differences between different groups.

Affirmative action is a buzzword in the "New South Africa" that creates different types of reactions. For some it is the best way to address inequality. For others it is an opportunity to be included into employment and the labour market, from which they were excluded. Others on the other hand have a rather negative reaction to *affirmative action*, because of negative experiences or an inability to integrate these measures into his/her business. The researcher concluded that *affirmative action* is a fair and just measure that could legally promote the integration of disabled people into the labour market, but it is also a measure that should be used cautiously. It is important to remember that the characteristics of the previously disadvantaged groups differ and these differences should be taken into account (especially when viewing disabled people) when placing individuals into the labour market. The challenge in this case lies in the successful placement of disabled people in the open labour market, and training as well as reasonable accommodation are ways to prepare and accommodate them. Reasonable accommodation is another important buzzword when integrating disabled people into the labour market and it stipulates guidelines to employers when employing disabled people. The following section will explore reasonable accommodation as concepts and will also identify reasonable accommodation measures that will provide guidelines to integrate disabled people into the labour market.

7.3   Reasonable accommodation for people with disabilities

Reasonable accommodation is a term used to identify measures to accommodate and integrate disabled people into the labour market. The

Employment Equity Act (Act No. 55 of 1998) defines *reasonable accommodation* as a "modification or adjustment to a job or to the working environment that will enable a person from a designated group to have reasonable access to or participate or advance in employment". Kearney (1994: 11) defines reasonable accommodation as: "any change or adjustment to a job or work environment that permits a qualified applicant or employee with a disability to participate in the job application process, to perform the essential functions of the job, or to enjoy benefits and privileges of employment equal to those enjoyed by employees without disabilities". A few examples of reasonable accommodation include:

- Acquiring or modifying equipment and devices.
- Restructuring the job.
- Modifying work schedules.
- Reassigning to a vacant position.
- Adjusting modifying examinations, training materials, or policies.
- Providing readers and interpreters.
- Making the workplace readily accessible to and usable by people with disabilities,

Reasonable accommodation is therefore the way in which the employer makes certain changes in his business to employ a disabled person. These changes include the ways in which the employment of a disabled person can be promoted, by breaking down all barriers that stand in the way of the disabled person being employed. These barriers include physical barriers, language and communication barriers and barriers created by stigma and misconceptions.

The Code of Good Practice is issued in terms of Section 54(1)(a) of the Employment Equity Act, 1998 (Act No. 55 of 1998) and is based on the Constitutional principle that no one may unfairly discriminate against a person on the ground of disability. The Code is also a guide for employers and employees with disabilities on promoting equal opportunities, but also help employers and employees to understand their rights and obligations. The Code

of Good Practice of the Employment Equity Act (Act No 55 of 1998) describes the following elements of *reasonable accommodation*:

- Employers should reasonably accommodate the needs of people with disabilities. The aim of the accommodation is to reduce the impact of the impairment of the person's capacity to fulfil the essential functions of a job.

- Employers may adopt the most cost-effective means that are consistent with effectively removing the barriers to a person being able to perform the job, and to enjoy equal access to the benefits and opportunities of employment.

- Reasonable accommodation applies to applicants and employees with disabilities and may be required:
    - (I)   During the recruitment and selection processes
    - (II)   In the working environment.
    - (III) In the way work is usually done and evaluated and rewarded.
    - (IV)   In the benefits and privileges of employment.

- The obligation to make reasonable accommodation may arise when an applicant or employee voluntarily discloses a disability related accommodation need or when such a need is reasonably self-evident to the employer.

- Employers must also accommodate employees when work or the work environment changes or impairment varies which affects the employee's ability to perform the essential functions of the job.

- The employer should consult the employee and, where practicable, technical experts to establish appropriate mechanisms to accommodate the employee.

- The particular accommodation will depend on the individual, the impairment and its effect on the person, as well as on the job and the working environment.

- Reasonable accommodation may be temporary or permanent, depending on the nature and extent of the disability.

- Examples of reasonable accommodation include:

(I)   Adapting existing facilities to make them accessible.

(II)   Adapting existing equipment or acquiring new equipment including computer hardware and software.

(III)   Re-organising work-stations.

(IV)   Changing training and assessment materials and systems.

(V)   Restructuring jobs so that non-essential functions are re-assigned.

(VI)   Adjusting working times and leaves.

(VII)   Providing readers, sign language interpreters, and

(VIII) Providing specialised supervision, training and support.

- An employer may evaluate work performance against the same standards as other employees but the nature of the disability may require an employer to adapt the way performance is measured.

- The employer need not accommodate a qualified applicant or an employee with a disability if this would impose and unjustifiable hardship on the business of the employer.

- Unjustifiable hardship is action that requires significant or considerable difficulty or expense and that would substantially harm the viability of the enterprise. This involves considering the effectiveness of the accommodation and the extent to which it would seriously disrupt the operation of the business.

- An accommodation that imposes an unjustifiable hardship for one employer at a specific time may not be so for another or for the same employer at a different time.

Kearney (1994: 52) recognises undue hardship and defines it as "unduly costly, extensive, substantial or disruptive accommodations that would fundamentally alter the nature of operation of the business" and has identified the following factors regarding unjustifiable/undue hardship that should be analysed. This includes:

- The nature and net cost of the accommodation needed, taking into consideration the availability of tax credits and deductions and outside funding.

- The overall financial resources of the facility or facilities involved in the provision of the reasonable accommodation, the number of persons employed at the facility and the effect on expenses and resources.

- The overall financial resources of the covered entity, the overall size of its business, the number of its employees, and the number, type and location of its facilities.

- The type of operations of the covered entity, including the composition, structure and functions of its work forces and the geographic separateness and administrative or fiscal relationship of the facility or facilities in question to the covered entity.

- The effect of the accommodation on the operation of the facility, including the impact on the ability of other employees to perform their duties and the impact on the facility's ability to conduct business.

Reasonable accommodation places the placement of disabled people into a more favourable light, by suggesting methods to assist the employer during this process. The employer is legally required to provide reasonable accommodation to a certain extent to disabled people, which will enable the disabled person to achieve certain tasks and to be employed in a job where he can function as normal as possible. The researcher mentioned earlier in this section the importance of the Code of Good Practice as a guideline of the Employment Equity Act, 1998 (Act No. 55 of 1998) with reasonable accommodation being an important element of this code. Other important strategies that are incorporated in the Code of Good Practice have been recognised by the researcher, as important elements in the integration of disabled people into the labour market. Confidentiality and disclosure of the disability, employee benefits and employment equity planning as elements of the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998) will be discussed in the following section.

7.4 Alternative strategies incorporated in the Code of Good Practice

During this literature study, cross-references are made to the Employment Equity Act, 1998 (Act No. 55 of 1998) and the Code of Good Practice. This Code's objective is to protect the rights of disabled people and to facilitate employers in employing a disabled person. Reasonable accommodation is one of the important factors mentioned in this Code and was described in the previous section. This section will state more strategies namely confidentiality and disclosure of disability, employee benefits and employment equity planning in respect of people with disabilities. These will be describe according to the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998):

7.4.1 Confidentiality and disclosure of disability

The confidentiality and disclosure of the disability are very important factors in dealing with the employment of a disabled person. The disclosure of disability is confidential and disabled people are entitled to it, but in order to receive reasonable accommodation the disabled person has to disclose the information to his/her employer. This information is very confidential and any person who discloses this information to other persons, without the consent of the disabled person commits an offence (Section 69 of the Employment Equity Act, no 55 of 1998). The Code of Good Practice states the following guidelines regarding confidentiality:

- Employers, including health and medical services personnel, may only gather private information relating to the employees if it is necessary to achieve a legitimate purpose.

- Employers must protect the confidentiality of the information that has been disclosed and must take care to keep records of private information relating to the disability of the applicant and employees, confidential and separate from general personnel records.

- When an employer no longer requires the information it must be returned to the employee or be destroyed or rendered anonymous.

- Employers may not disclose any information relating to a person's disability without the written consent of the person concerned.

These measures were developed to protect a disabled person from prejudice and discrimination from co-workers. The manager/employer has a responsibility on his/her shoulders to keep this information confidential according to these guidelines mentioned.

People with disabilities have also rights regarding the disclosure of the disability and the following guidelines is stated in the Code of Good Practice regarding this issue:

- People with disabilities are entitled to keep their disability status confidential. But if the employer is not aware of the disability or the need to be accommodated, the employers are not obliged to provide it.
- If the disability is not self-evident the employer may require the employee to disclose sufficient information to confirm the disability or the accommodation needs.
- If the employer disputes that the employee is disabled or that the employee require accommodation, the employer is entitled to request the employee to be tested to determine the employee's ability or disability, at the expense of the employer.
- As information about disability may be technical, employers should ensure that a competent person interprets the information
- If an employer requires further information this must be relevant to a specific job and its essential functions.
- If accommodating the employee requires the co-operation of other employees, it may necessary to reveal the fact of a person's disability if it is not otherwise obvious, to some of the person's colleagues, particularly a supervisor or manager.
- The employer may, after consulting the person with the disability, advise relevant staff that the employee require accommodation, without

disclosing the nature of the disability, unless this is required for the health or safety of the person with the disability or other persons.

It is clear to the researcher that the confidentiality and disclosure of the disability protects both the employer as well as the employee. The employee is entitled to keep the disability confidential, but should reveal it if the disability requires accommodation and the employer must at all time protect the confidentiality of this disclosure. The rights the disabled person is entitled to, include confidentiality and the disclosure of disability. Apart from this are the employee benefits that the disabled employee is entitled to, when in employment. The guidelines of employee benefits as integrated in the Code of Good Practice, as a strategy to integrate disabled people into the labour market, will be discussed during the next section.

7.4.2   Employee benefits

Confidentiality and the disclosure of the disability are rights that disabled people are entitled to and guidelines regarding these have been stated in the Code of Good Practice. The disabled person as employee is also entitled to certain benefits that the Code refers to as fringe benefits, medical benefits, group disability assurance benefits, retirement schemes and life assurance schemes. The Code of Good Practice has developed the following guidelines regarding employee benefits to assist an employer when employing a disabled person:

- An employer, who provides or arranges for occupational insurance or other benefit plans directly or through a separate benefit scheme or fund, must ensure that they do not unfairly discriminate, either directly or indirectly against people with disabilities.
- Employees with disabilities may not be refused membership of a benefit scheme only because they have a disability.
- To increase job security for employees who have disabilities and to reduce the costs of benefit schemes, designated employers should investigate and, if practicable, offer benefit schemes that reasonably accommodate persons with disabilities. These include:

(I)   Vocational rehabilitation, training and temporary income replacement benefits for employees who, because of illness or injury, cannot work for an extended period, and

(II)   Financial compensation for employees who because of a disability are able to continue to work but at lower levels of pay than they enjoyed before becoming disabled.

According to these guidelines, the disabled employee is entitled to the same rights and privileges as the non-disabled employee when employed. The employer however is still entitled to reasonably accommodating the disabled employee in a way that will also protect the financial security of the business. The Employment Equity Act, 1998 (Act No. 55 of 1998) has placed a burden of responsibility on the shoulders of employers, by stating that 4% of employees should be disabled. The guidelines that are stated in the Code of Good Practice, can however promote an understanding of the employee as well as the employers rights and obligations in this process.

7.4.3 Employment Equity planning

The Code of Good Practice has identified the following guidelines regarding employment equity planning in respect of people with disabilities. These guidelines serve as a further strategy in the integration process of disabled people into the labour market. These following guidelines are proposed to employers:

- When designated employers are consulting in terms of Section 16 of the Employment Equity Act (Act No. 55 of 1998) they should use the opportunity to heighten the awareness of their employees of the value and importance of recruiting and retaining employees who have disabilities.

- If people with disabilities are under-represented in all occupational levels and categories in the workplace, the employer could seek guidance from organisations that represent people with disabilities or relevant experts.

- When designated employers are compiling their workplace profile in terms of Section 19 of the Employment Equity Act (Act No. 55 of 1998), employees with disabilities may choose to either identify their disability or disclose their disability to their employers as long as their identity is kept confidential.

- The workplace profile should include any employees who are not in active employment for example employees who are receiving total or partial income replacement benefits while recovering from illness or disability.

- When designated employers are setting targets, they should aim to recruit and promote people with disabilities at all occupational levels, as people with disabilities are often employed in low status work and tend to be promoted less than employees without disabilities.

- If employees with disabilities are concentrated in particular occupational categories, the employer should consider if its criteria for selection or performance standard could be adapted to facilitate employees with disabilities being employed in different categories.

- Employers should regularly evaluate the relationship between employees and the working environment and where necessary provide appropriate programs to prevent injury, illness and disability and promote health at work.

These guidelines are important, because of the focus on the sensitisation of the business' non-disabled workers regarding disability and the active recruitment of disabled employees at all occupational levels. It also provides the employer with the guidelines to seek guidance from relevant experts in employing disabled people and seeks to establish an environment, which will accommodate the employer, the disabled employee and other non-disabled employees. This will provide a framework that will promote the integration of disabled people into the labour market.

The Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998) serves as a guideline to employers in employing persons with disability,

as well as a method of protection for persons with disabilities. It strives to create equality in the workplace with reference to employee benefits and to break down barriers created by stigma. Employers should therefore be educated in these guidelines mentioned in the Code of Good Practice to facilitate the process of the integration of disabled people into the labour market.

The Skills Development Strategy is a new strategy that was developed according to the Skills Development Act, 1998 (Act No. 97 of 1998), that could promote the integration of disabled people into the labour market. It will be discussed according to the Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997) in the following section.

7.5   The Skills Development Strategy

The aim of the Skills Development Strategy is to improve the skills of the workforce as well as to improve the employability of those who find it difficult to enter the labour market. These are mainly people from previously disadvantaged groups and include disabled people (Briefing by Department of Labour, 2001). Disabled people have been excluded from the labour market and it is now the objective of the government to integrate disabled people into the labour market. Certain skills have to be acquired before being integrated into the labour market and the development of these skills are the major objective of the Skills Development Strategy. This strategy is a powerful manner in which disabled people can be empowered with new skills and it will be explained according to the Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997).

The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997:1) states that: *"If all South Africans are to meaningful participate in economic and social development as well as their own advancement, they must not only have general capabilities such as the ability to read and write, to communicate effectively and to solve problems in their*

homes, communities and in the workplace. But given the demands of a more complex and changing economy, characterised by increasing use of information, more complex technologies and a general rise in the skill requirements of jobs, people must also have rising levels of applied competence".

The Skills Development Strategy makes provision for a new system of learning for young and unemployed people wishing for employment. Learnerships combine structured learning and work experience and culminate in nationally recognised qualifications that indicate job readiness. The following vision, core strategy, principles and objectives of the Skills Development Strategy has been developed and will be described in the following section.

7.5.1 Vision, core strategy, principles and objectives of the Skills Development Strategy

The following vision, core strategy, principles and objectives have been described in The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997: 15-16) to provide a framework of the importance and aim of this proposed strategy. It will be described accordingly:

The **Vision** of the National skills Development Strategy is an integrated skills development system, which promotes economic, employment growth and social development through a focus on education, training and employment services.

The **core strategy** is to create an enabling environment for expanded strategic investment in skills development.

The following **principles** have been identified:

- It is flexible and decentralised, but with adequate levels of national co-ordination and direction to support effective localised decision-making and a more strategic approach to education and training.

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- It is demand-led with particular emphasis on the new skills and competencies needed by enterprises to support rising productivity and competitiveness, an on pre-employment and target group training linked to work experience to support better prospects for employment or income generation.

- It is based on partnerships between the public and private sectors and joint control over the new Skills Development Strategy and shared costs arrangements.

The **objectives** of the strategy are:

In relation to the **country:**

- To facilitate a general increase in the skills profile of the population, through accredited high quality education and training linked to the National Qualifications Framework.

- To increase the quality and quantity of intermediate level skills in the country.

- To facilitate, through uplifting applied competency levels, more efficient social and infrastructural delivery

- To raise the quality, relevance and cost-effectiveness of skills development throughout the country.

In order for the country to achieve rising competency levels which will promote economic and employment growth and social development.

In relation to the **industry:**

- To facilitate more structured and targeted skills development within enterprises.

- To increase access by workers to education and training.

- To increase the proportion of intermediate level skills in enterprises.

In order that workers achieve nationally recognised qualifications and are able to assume increased independence and responsibility and employers achieve high rising levels of productivity and competitiveness.

In relation to **target groups**:

- To support target groups to enter regular employment or to sustain micro-level income generating activities

- To support the establishment of viable small and micro-enterprises.

- To increase access to entry-level education and training.

In order that the people that are most vulnerable in the labour market, including those in micro-enterprises are able to enter and successfully remain in employment/self employment and enjoy a rising standard of living.

The Skills Development Strategy has the aim to improve the skills of the workforce as well as the employability of those people that are the most vulnerable in the labour market. These people include people with disabilities that have previously been excluded from the labour market. People with disabilities must according to the Employment Equity Act, 1998 (Act No. 55 of 1998) be integrated into the labour market, but do not always have the skills necessary for them to be employed. The Skills Development Strategy has the objectives to promote skills development that could result in productivity and employment growth and is also assisting new entrants into employment that could definitely promote the integration of disabled people into the labour market. The core components of the new strategy provide a framework and measures for the proposed strategy to achieve its objectives. The core components of the new strategy are the focus point of the following section.

7.5.2 The core components of the Skills Development Strategy

The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997) has developed the following core components of the Skills Development Strategy. These components include information for strategic planning, a system of learnerships, employment services, enhancing provision, the skill development intermediaries and nation co-ordination and the funding of skills development. Each component will be explained accordingly:

- *Information for strategic planning.* Information needs to be gathered, analysed and disseminate of labour market trends and work

opportunities. These implications for skills development are a very important factor if education investments and training by government and the private sector should be improved. The responsibility for generating this information will be a partnership between the National Skills Authority, Sector Education and Training Organisations, the Department of Labour and other government departments and agencies responsible for data collection, industrial research and analysis (The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, 1997: 16-17).

- *A system of Learnerships.* Learnerships are the meganism to facilitate the linkage between structured learning and work experience. The aim is to obtain a registered qualification that signifies work readiness. Learnerships are intended to overcome the divide between theoretical education and skills training and must be responsive to an economic and social need. Close co-operation between government departments and social partners are essential for this proposed meganism to succeed (The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, 1997: 17)

- *Employment services.* The traditional model of guidance and placement, which focused on matching workers and jobs, is being redefined. Employment services have the aim to provide advice to people with the support services available to them, assist with social plan measures in the event of mass retrenchments and assist vulnerable groups (for example disabled people) to acquire basic capabilities for accessing the labour market. It will also direct individuals to job opportunities and inform employers of available skilled people and assist others to enter self-employment activities (The Green Paper: Skills Development strategy for Economic and Employment Growth in South Africa, 1997: 17).

- *Enhancing provision.* New approaches to the planning, management, funding and evaluation of programs that are publicly financed need to be formulated, because past meganisms for disbursement of public funds have contained numerous problems. New public funding procedures such as relating to private training providers, industry-training centres,

NGO's, the Regional Training Centres and the Training Trusts should be given attention. These new meganisms adopted, strive to achieve high quality education and training provision through a system, which is responsive, cost-effective and accountable (The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, 1997: 17).

- *Skills development intermediaries and national co-ordination.* The absence of effective meganisms for developing industry-based training strategies and linking education and training provision to work has contributed to the poor performance in the past. A consolidated set of training intermediaries is proposed. They will assist communities, enterprises, industries and individuals when formulating or executing training plans and assist in linking these plans to other related strategic objectives. Local Employment Services Centres will co-ordinate with sectoral intermediaries to support active labour market programs. A single coherent system within the constituent parts of the current skills development system can network with each other and with industry and commerce are required to improve the country's training performance. The National Qualification Framework supports this, but there are currently no national mechanism to facilitate the links between education and training and the labour market. It is proposed that the National Training Board is to be restructured to form a National Skills Authority. This body will assist to develop a National Skills Development Strategy for the country (The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, 1997: 18).

- *The funding of skills development.* The demands on the education and training system are large and diverse and must be addressed within the context of severe constraint on the availability of government resources. A funding partnership between government, the private sector and individuals need to be established (The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa, 1997: 17).

To address the need of the funding of skills development, the Skills Development Act, 1998 (Act No. 97 of 1998) declared a levy of 0,5% of all compensation to be paid by employers in order to establish a National Training Fund. It was increased to 1% in 2001. All companies who pay R250 000 or more in wages are expected to pay this training levy. 80% of this money is ploughed back into skill development in Industry, whilst 20% is allocated to the National Skills Fund – a social development fund for new skills areas, training of the unemployed and special projects (Briefing by Department of Labour, 2001). R901 million have been received through these levies in 2001. R3, 1 milliard was estimated for 2001. These funds are distributed by 25 SETO's (Sector Education and Training Organisation) that are established to address the skills training need in every sector. These sectors include financial, banking, construction, education, health, welfare etc. The SETO's are in the process to developing, establishing and financing training programs, which should be provided to people, seeking learnerships, employment and skills development. The funds must be allocated according to specific objectives: 85% of training funds for black people, 54% for women and 4% for disabled people. Learnership programs have to be registered and approved by SETO, before employers can be compensated. Receiving 15% of their contributions can compensate employers, if a skills development facilitator develops a Workplace Skills Plan. After the first year, a report of the implementation of this program must be provided and 50% of the contribution will be paid back. The employer can further receive grants from SETO for learnerships programs and can claim for the cost of a skills development program (Van der Kooy, 2001: 50-51). According to Grawitzky (2002: 37), the skills levies collected by the SA Revenue Services and deposited into the accounts of 24 SETO's was in the region of R3 billion. The question however is whether the SETO's are not disbursing money to companies, or whether companies are not claiming their money back for skills training. Often companies put forward their initial planning reports, but fail to submit their final report grant, which would allow them to claim back 50 % of the money spent on training. It is clear that there is a number of factors that lead to the lack of disbursing money to companies that include the SETO's not being run as a business and unprofessional service and an antagonism that employers have regarding the Skills Development Act (Grawitzky, 2002: 37-38).

Employers should be encouraged to provide skills training and development in his/her company with the incentive of receiving the money back. The SETO's that distribute the money should also be run more efficiently in order to maintain credibility in the labour market.

The Green Paper: Skills Development Strategy for Economic and Employment Growth in South Africa (1997) and the Employment Equity Act, 1998 (Act No. 55 of 1998) has established a solid foundation for disabled people to be accommodated and integrated into the labour market. The Skills Development Strategy however has proposed the methods in which the integration can realise. The government has identified the necessity of proper skills training before employment and this new Act have provided the funds and the challenge rests in the further management of these proposals. A further challenge is the implementation of these policies and strategies that have been suggested. Disabled people have been given the opportunity to become active members of society and the labour market, but before integration can take place, new skills must be acquired through training, support and job coaching. Other than legislation, strategies have been developed to promote the integration process of disabled people into the labour market. The following section will further explore the strategies that have been identified to promote the integration of disabled people into the labour market. These strategies include international and national strategies, supported employment programs and the utilisation of technology as an integration strategy. These strategies will be explored in the following section.

8 EMPLOYMENT AND INTEGRATION OF PEOPLE WITH DISABILITIES

Unemployment remains a fundamental problem affecting the majority of people with disabilities and their families. According to Morris (1993: 13), 31% of disabled people of working age in the UK are in employment. Later statistics in Britain (Twomay, 2001: 241) show that 52% of disabled people are economically active compared to 86% of non-disabled people. Although the USA's unemployment rate is now 4.1 percent, the lowest in 30 years, the unemployment rate among the nation's 54 million disabled residents of working

age is now 71 percent, reports the National Organisation on Disability in Washington, D.C (Lewis, 2000: 8). According to Wehman and Kregel (in Wehman et al., 1992: 3) in the USA 80%-90% of persons with disabilities were unemployed. In South Africa, according to the White Paper on Integrated National Disability Strategy (1997: 2-3), only 1% of disabled people are employed and research undertaken in 1990 indicated that only 0.26% of disabled people was employed in the labour market (White Paper on Integrated National Disability Strategy, 1997: 43). According to the White Paper on Integrated National Disability Strategy (1997: 3) the reasons for the high unemployment rate in South Africa are the following:

- Low skills level due to inadequate education.
- Discriminatory attitudes and practices by employers.
- Past discriminatory and ineffective labour legislation.
- Lack of enabling mechanisms to promote employment opportunities.
- Inaccessible public transport.
- Inaccessible and unsupportive work environments.
- Inadequate and inaccessible provision for vocational rehabilitation and training.
- Generally high levels of unemployment.
- The fact that menial labour is often the only option for poorly skilled job-seekers.
- Inadequate access to information.
- Ignorance in society.

This resulted in people with disabilities working in sheltered/protective workshops run by the Department of Welfare, the Department of Labour, and private welfare organisations or by disabled people themselves. Although the nature and scope varies of the sheltered/protective workshops, it does not provide people with disabilities and their families with sustainable incomes or opportunities for competitive economic activity. In the previous section the legislation that has been changed to further the integration of disabled people into the labour, has been identified and discussed. Other strategies that have

been developed in South Africa will be focused on in the following section, with reference to specific strategies that have been developed in the USA. These South African strategies include strategies included in the White Paper on Integrated National Disability Strategy (1997) and the Proposal for the Introduction of an Employment Support Program for People with Disabilities (2001) of the Department of Labour.

8.1   Example of an international strategy: USA

Career development should take place with the focus on self-assessment, vocational evaluation, career exposures and first job involvement. A person should be adequately prepared to work in sheltered employment or individual competitive employment. This is dependent on the abilities and limitations of the disabled person as well as the approach and adequacy of training procedures. Specialised skills necessary for specific jobs, as well as skills regarding social competence and independent living, should be developed (Schulman, 1980: 313-314). In America the integration of disabled people into the labour market are currently of the utmost importance and is realising in the different job markets available, as reflected by this quote by Charles Ferreiracq, a store manager: *"Basically, we are trying to accommodate people with disabilities by redesigning certain aspects of the job to fit their needs,"* he said. *"Hiring the disabled has been an ongoing program for us, but now it's becoming a way to hire more people in a tough labour market"* (Lewis, 2000: 8). It is further stated by Hank Cheney, president of Work Inc., a Quincy vocational training, placement, and advocacy organisation that: *"Companies are more willing to hire people with disabilities now than they have ever been in the past, but there are not enough applicants to meet the demand"* (Lewis, 2000: 8). With competition for workers at a record high, employers are turning to people with disabilities to fill mainstream entry-level jobs as well as positions requiring top skills. These job opportunities include white-collar jobs.

President Clinton of the United States of America has stated that $150 million were available for disabled people for five years to develop programs that offer support for disabled residents who want to work. Even more important, this

statement permitted workers with disabilities to keep their Medicaid and Medicare benefits while they were employed. In the past, once a disabled person was accepted into the Social Security Disability or Supplemental Security Income Program, he became eligible for Medicare or Medicaid, but financial support from the government was cut off, if more than $700 per month was earned. This law now allows workers to continue receiving federal support even though they are working full time and it allows them to choose between state-supported vocational rehabilitation and private programs that can link them to jobs (Lewis, 2000: 8). Ceniceros (2000: 14) further claims that the tight labour market is the biggest force driving many large employers to integrate their short- and long-term disability and workers compensation benefit programs, according to employers, consultants and benefits integration experts. Because skilled workers are scarce, employers want employees to be satisfied with their disability programs. In addition, employers have embraced the programs as a way to return workers to productivity as soon as possible.

It is important to remember though that the USA has more funds available than South Africa and that the Americans with Disabilities Act (ADA)(1990) has already been enacted since 1990, while the Employment Equity Act, 1998 (Act No. 55 of 1998) came into being in 1998. The USA has thus developed other strategies based on their financial state and the fact that disability legislation was developed ten years ago. South Africa has however developed its own strategies to integrate disabled people into the labour market. These strategies include strategies developed by White Paper on Integrated National Disability Strategy (1997) and the Proposal for the Introduction of an Employment Support Program for People with Disabilities (2001) of the Department of Labour. It will be discussed in the following section.

8.2   Integration strategies in South Africa

With the emergence of the Employment Equity Act, 1998 (Act No. 55 of 1998) and the Code of Good Practice, legislation and guidelines for employers, to integrate disabled people into the workplace, have been established and are law enforceable. Legislative strategies have been discussed in the previous

section and this section will focus on further integration strategies that have been developed by the South African government. The following policy objectives have been identified that must be met through the different strategies that have been developed. According to the White Paper on Integrated National Disability Strategy (1997: 42) these policy objectives are:

- The unemployment gap between non-disabled and disabled job seekers must be narrowed.

- Conditions must be created to broaden the range of employment options for disabled people so as to provide them with real possibilities of occupational choice.

- The vocational integration of people with disabilities must be facilitated, whatever the origin, nature or degree of the disability.

These policy objectives state clearly that disabled people should be integrated into the labour market and that they should have a choice where they want to be employed. It is also clearly stated that a process of integration must be facilitated through vocational training and habilitation. The following strategies have been recommended by the White Paper on Integrated National Disability Strategy (1997):

8.2.1 Strategies developed by the White Paper on Integrated National Disability Strategy (1997)

The following strategies contained in The White Paper on Integrated National Disability Strategy (1997: 42-43), have been identified as a reaction on the objectives mentioned previously and include:

- *Occupational Choice.* People with disabilities should be provided with a range of employment opportunities aimed at meeting their specific needs and offering real possibilities for occupational choice. Disabled people should be facilitated with the necessary skills to be integrated into an employment field of their choice. A process of empowerment, support

and education should be followed in order to provide disabled people with the necessary guidance, before entering the labour market.

- *Inter-sector Collaboration.* The creation of employment opportunities for people with disabilities will only come to light if a number of Government Departments collaborates. Networking should take place between NGO's, different department of Government and the Private sector. NEDLAC (National Economic Development and Labour Council) already represents an inclusive and inter-sectoral economic forum and should become more actively involved in the facilitation of enabling policies and legislation. Departments that could play important roles in networking include the Department of Labour, the Department of Welfare, Department of Education, Department of Trade and industry, Department of Transport and the Department of Health.

- *Personnel Training.* Attention needs to be given to personnel who work in the personnel/recruitment units of departments or agencies to make sure that they understand the options available in the job placement of disabled people. These people should be able to render the necessary guidance and support to disabled people in order for them to identify the employment choices that are available and the best career opportunities for them. In order to meet these objectives, these personnel should be adequately trained and should promote the integration of disabled people into the labour market.

In conjunction with these mentioned strategies the Department of Labour has introduced the Proposal for the Introduction of Employment Support Program for People with Disabilities (2001). These strategies will be discussed in the following section.

8.2.2 Strategies developed by the Proposal for the Introduction of an Employment Support Program for People with Disabilities (2001) of the Department of Labour.

The Proposal for the Introduction of an Employment Support Programme for People with Disabilities (2001) of the Department of Labour, has introduced the

following strategies to promote the integration of disabled people into the open labour market:

- *Bursary scheme for persons with disabilities.* This scheme is a measure to facilitate employment of persons with disabilities and with the potential to further his/her education at a tertiary institution. The criteria for selection include any disabled person older than 16 years desiring to study at a tertiary institution, who are a South African citizen, who has proof of registration at a learning institution and who has adverse socio-economic circumstance. The scope of coverage is tuition, books, and reasonable accommodation for learning, accommodation or allowance for travel and amanuenses allowance for assistants to blind students. There were 95 students studying at various institutions at that stage and for the year starting January 2001, 79 new students have been awarded with the bursary. The scope of coverage should also be widened to include technical colleges, special learnerships and bridging programs for entry into tertiary institutions. This scheme is funded through the National Skills Fund,

- *Wage subsidy scheme.* The aim of this scheme is to place persons who find it difficult to obtain employment due to their disability and would probably require a longer training period in suitable positions in the labour market. This scheme subsidises the salary/wage that the disabled person earns in this training period. This subsidy covers 80% of the wage offered for the first year, 50% in the second and 20% in the third year. The maximum salary is R1000. The subsidy is directly paid to the employer, who in return pays it to the disabled employee, so that this employee can through training and time develop into a productive employee who can earn an income. This will also facilitate a process where the employee can receive further skills and on-the-job training. The National Skills Fund also subsidises this scheme.

- *Subsidies for placement officials at councils for people with disabilities.* This is an employment services placement function, which has been outsourced in part, to various organisations. It is a subsidy for wages of placement officers employed by National Councils and Associations for

people with disabilities. Currently these officers are pitched at the entry level of a clerk in government and are subsidised by the Department of Labour at R31 212.00 per annum. The money is paid directly into the organisation's bank account and the organisation pays the salary to the placement officer. These organisations have specialised expertise and experience to perform this function, but the level of practitioners required for this function should be at a higher level that requires skills and competency in disability placements.

These strategies that have been developed, have the potential to support disabled people in the integration process into the labour market. The Skills Development Strategy that subsidises the National Skills Fund is a main resource of funds available for the training and skills development of disabled people. These strategies introduced by the Department of Labour would enable disabled people to study at a tertiary institution, if they have the potential and would also assist employers in employing people with disabilities. Employers would also be more compliant in employing disabled people, if the salary of the disabled person is subsidised for three years. The training and job coaching of disabled people is an important aspect of the integration process and by subsidising, more job coaches and support teams for disabled people can be employed, resulting in better employment opportunities. Unemployment of disabled people is a major problem in South Africa as well as other countries, but the problem has been identified and strategies have been developed to address it. These strategies are in the process of being implemented and will assist disabled people as well as prospective employers in this integration process. Supported employment, as a program will be discussed as another strategy for job creation, placement and integration.

8.3 Supported Employment Program

Supported employment originated with federal- and state funded demonstration projects in the early 1980's that showed that persons with significant intellectual impairment could work competitively if given the opportunity and support. The Supported Employment Program has been modified since then and it can be

utilised when working with individuals with different types of disability (Encyclopaedia of Disability and Rehabilitation, 1995: 708). The aim of the Supported Employment Program is to promote paid employment for people with disabilities at whatever levels of support that are necessary to enhance their work outcome (Wehman & Kregel in Wehman et al., 1992: 3). These support services include training, supervision and transportation and it is a combination of employment and ongoing services. Supported Employment is a program specifically designed to assist persons with the most signified disabilities to achieve at competitive level, community-integrated employment. It is also a program that has carefully documented positive employment outcomes for persons with disabilities in a number of important areas, including consumer satisfaction, job placements, wages and benefits, favourable employer perceptions and effective support strategies. Therefore, supported employment has shown itself to be a highly useful program with the potential for expansion (Wehman & Revell et al., 1998: 31). Supported Employment has certain characteristics that include employment, ongoing support, jobs not services, full participation, social integration and variety and flexibility. These characteristics of Supported Employment will be discussed in the following section, according to Wehman and Kregel (in Wehman et al., 1992: 4-5).

8.3.1 Features of Supported Employment Program

The following features of the Supported Employment Program that differ from a traditional service approach have been identified by Wehman and Kregel (in Wehman et al., 1992: 4-5):

- *Employment.* The purpose of this program is to establish employment with all the regular outcomes of having a job. Key considerations are wages, working conditions and job security.
- *Ongoing support.* The focus of the program is on the provision of ongoing support required to get and keep a job, rather than on getting a person ready for a job sometime in the future.
- *Jobs not services.* This program in not based on just the provision of services to develop skills, but job opportunities are actively created.

- *Full participation.* According to this program people who are severely disabled are not excluded from the labour market. The assumption is that all persons, regardless of the degree of their disability have the capacity to undertake supported employment if appropriate ongoing support services can be provided.

- *Social integration.* The importance of contacts and relationships with people without disabilities that are not paid caregivers, are emphasised in this program. Social integration can occur with co-workers, supervisors, and others at work, near work, during lunchtimes or breaks; or during non-work hours.

- *Variety and flexibility.* Supported employment does not lock programs into one or two work options. It is flexible, because of the wide range of jobs in the community and the many ways of providing support to individuals in those jobs.

Bradley (2000: 194-196) have identified other resources of supported employment to accomplish integration of disabled people into the open labour market:

- *Cash and counselling experiment.* This initiative was launched by the Robert Wood Johnston Foundation to explore the use of cash grants to individuals with disabilities to purchase long-term care. This allows the person to choose the service he/she wants to purchase. It can include home care services, paying a friend/relative to provide care or move to an assisted-living facility. A counsellor can support the individual, as he/she would prefer.

- *Supported employment demonstration projects.* This project differs from the traditional supported employment model by including three key players: the individual, an employment liaison and a support person. The individual is enabled to choose with the assistance of the employment liaison a support person of his/her choice from friends or family. The individual also decides the desired outcome and what amount should be paid.

- *The self-determination initiative.* This includes the implementing individual budgets to be spent according to the decision of the individual with the disability, the establishment of individual planning and the helping of provider agencies to retrain employees. This initiative also includes the introduction of people with developmental disabilities and their families to new opportunities and the rethinking of state quality assurance methods.

According to a research study conducted by Petty and Fussel (1997: 15) results indicated that employers generally hold favourable attitudes regarding the employment potential of workers with disabilities and the quality of services provided through supported employment programs. Some employers indicated however that few opportunities exist for career advancement within their businesses for the supported employment participants. The supported employment program is stated as a successful strategy, which to place disabled people into the labour market (compare Petty & Fussel, 1997; Wehman & Revell et al., 1998.) The researcher agrees that the disabled community can definitely benefit from the implementation of this program, because of the focus on ongoing support, social integration and full participation of the disabled person in the labour market. It also provides a framework that can facilitate any disabled person to fully participate in the labour market. Two implementation models of supported employment were identified regarding the placement of a disabled person into the labour market. The following section will focus on these identified models.

8.4 Models of supported employment

The unique attribute of supported employment is the aim to place persons with severe disabilities into the open labour market with focus on fair wages, integration and ongoing support (Wehman et al., 1992: 49). Moon and Griffin (in Wehman et al., 1992: 49) have described two implementation models of the supported employment program: the individual placement model and the group placement model. The enclave, mobile crew and entrepreneurial or small

business models resort under the group placement models. These models will be described accordingly.

8.4.1 The Individual Placement Approach

The individual placement approach is based on the assumption that one employment specialist will support only one consumer at a job site. The following strategies used to provide support to consumers have been identified (Wehman et al., 1992: 51-52):

- *Job Development.* This is the process of identifying vacancies within the local labour market. The initial step of job development is the screening of the community job market to acquaint the employment specialist with the local labour market and the general requirement for the various employment sectors. After the screening, contact is made with the employers who may have positions suited for disabled people. As job vacancies and employers, who are willing to work with supported employment, are identified, disabled consumers can fill a pool of potential jobs.

- *Consumer assessment.* The purpose of consumer assessment is to identify consumer attributes and interests that will potentially facilitate or inhibit employment. This generally takes place simultaneously with job development. These processes include the interviewing of the consumer and family members, the observation of the consumer in various job settings and the gleaning of salient information from formal educational, psychological, vocational and medical evaluations and perhaps a situational assessment. These assessments will result in an appraisal of the skills, interests and job preference in order to do a positive placement.

- *Job placement.* This refers to the process of matching a particular consumer with a particular job vacancy and securing of employment in that vacancy. Based upon the specific job and consumer skills and attributes a match between job and consumer is made. Once the

consumer for the specific job is identified then the employer is contacted and job interviews occur.

- *Job-site training.* People with disabilities, like all people, need training when entering a new job. This phase of supported employment assures that the consumer's training needs are addressed systematically and efficiently. The employment specialist facilitates this with the assistance of the employer, direct supervisor and co-workers. Specific techniques include behaviour analysis, counselling, and cognitive strategies. The outcome of effective job-site training is a consumer who possesses all of the job duty-specific and social skills needed to maintain the job.

- *Ongoing assessment and Follow-along.* The characteristic that distinguished supported employment from other vocational rehabilitation services is its never-ending nature. The employment specialist makes recurrent contact with the employer and consumer to ensure that both are satisfied with the job placement. If any problems occur then corrective actions are used to remediate the problems. This includes job restructuring, additional job-site training and/or referral to other services.

The outcomes of the individual approach can be identified as following (Wehman et al., 1992: 55-58; Encyclopaedia of Disability and Rehabilitation, 1995: 709-711):

- *Wages/earnings.* Individuals regardless of their disability earn fair wages for real work being done. Individuals entering supported employment from alternative programs have substantially increased their earnings, sufficient to offset any reduction of government assistance, social security, public housing and food stamps.

- *Social integration.* Access to social and cultural attributes of a job setting is acquired and four levels of integration that include physical, social, relationships, and social integration are met. The primary goal of supported employment is the promotion of opportunities for positive social and work-related interaction with co-workers and the general public. Integration is however greater for participants in individual placement model, than group models.

- *Ongoing support.* In an operating, individual approach program, frequent information gathering and retraining-as-needed is always provided that will assist the consumer and employer in this job placement.

- *Benefit-costs.* A program evaluation that examines economic outcomes is typically called benefit-costs analysis. Both the state/tax payer as well as the disabled person financially benefits from an individual job placement.

- *Job retention.* While many individuals achieve long-term employment success in their first supported employment placement, many will leave their jobs, because of better wages and condition, greater responsibility or a better match for their interests. Others will lose their job, because of unproductivity, social skills, health, economic layoffs or failure of the business.

- *Quality of life.* Studies have indicated that disabled people who are in employment has an increase in their quality of life and life satisfaction. It is also stated that individuals who are placed in supported employment fare better economically, socially and people placed according to the group placement model.

According to these research findings, the individual placement model is the most successful model that can be utilised in the supported employment programs. Research studies (Wehman & Revell et al., 1998: 31) have indicated that individual placements are predominant to group model placements. The specific research study mentioned, declared that 77,4% of supported employment placements was individual placements. The researcher came to the conclusion that the individual placement model is a time consuming process with little scope for placement specialists in South Africa at this stage, but it has the potential to become a important integration strategy in due time. The group model as a supported employment strategy will be explored in the next section.

8.4.2 Group models

Group models have the aim to place more than one individual at a site and ongoing supervision is provided throughout the placement. Group models are

often recommended for individuals with more severe disabilities, who may require more supervision. These models may differ on several dimensions, including the type of work performed, where the work occurs, the availability of opportunities for integration and how consumers are paid and benefits accrued. Three types of group models have been identified and will be explained in this paragraph. This includes the enclave, mobile, crew, and small business model (Wolfe in Wehman et al., 1992: 63).

8.4.2.1   *Enclave model*

According to Wolfe (in Wehman et al., 1992: 65-69) the enclave model places a group of individuals with disabilities in competitive industry while providing full supervision and support in the setting. Enclaves are usually comprised of 3-8 individuals. The individuals that are part of the enclave are usually more severely disabled with behavioural problems. These individuals are placed in companies of industry and receive pay that is commensurate with non-disabled workers, producing the same amount and are given comparable fringe benefits. Either the company or a non-profit organisation can provide supervision.

The type and amount of integration afforded in an enclave is largely dependent on the characteristics of the company. The issues of implementation are the locating of a suitable host company and initial start-up costs. Companies should be large and established in order to ensure economic stability and opportunities for integration. To promote the enclave in companies guaranteed productivity, effective training and supervision, detailed production information, affirmative action assistance, tax credits, reduction in employee turnover, and improved public relations can be introduced as incentives (Wolfe in Wehman et al., 1992: 66).

8.4.2.2   *Mobile work crew model*

A mobile work crew provides vocational opportunities for a small (3-8 individuals) group of people with disability. The group functions under the supervision of 1-2 supervisors and provides services by travelling from site to

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site in the community. It is recommended for persons with severe disability and behavioural problems. Advantages include flexibility in meeting the varied needs of different communities, integration opportunities and high public visibility (Wolfe in Wehman et al., 1992: 69). Typical mobile crew work includes grounds-keeping and janitorial work. This crew can also render gardening services.

8.4.2.3   *Small business model*

Small businesses (bench work or entrepreneurial models) can offer manufacturing services of subcontract work (Wolfe in Wehman et al., 1992: 71). Small businesses operate as small, single purpose, non-profit businesses in which persons with disabilities receive training and supervision for contract work. This model has been recommended for people with the most severe disabilities. This is quite similar to a typical workshop in which contract work is performed in the businesses' own workspace and the businesses are responsible for securing subcontract work. A manager, product manager, and personnel all with direct line responsibilities staff these small businesses, wages are paid at a by-the-piece rate, and are dependent on the success of the business.

The group placement model with the specific description of the enclave-, mobile work crew- and the small business model is described as the way in which placement of more severely disabled people is done. The group placement model is less competitive than the individual placement model and more support and supervision services are provided. The choice between these two models is based on the needs, skills and type and severity of the disability and on the size and need of the business where they can be employed. The importance of an assessment of the disabled person and his needs, skills and abilities are important when deciding on the specific model that will be utilised.

The utilisation of new technology is another strategy that promotes the integration of disabled people into the labour market. Technology enable disabled people to be reasonable accommodated in the workplace and to have

a choice between different and more employment opportunities than before. The following section will describe the utilisation of technology as an integration strategy.

8.5 Utilisation of technology as an integration strategy

Technology can act as an important facilitator in the integration process of disabled people into the labour market, by enabling disabled people to broaden their horizons regarding different job opportunities. *Assistive technology* is defined as "any item, piece of equipment, or product system, whether acquires commercially off the shelf, modified, or customised that is used to increase, maintain, or improve functional capabilities of individuals with disabilities (Olkin, 1999: 272). The term *assistive technology* is further defined by Schneider (1999: 159) as "any service that directly assists an individual with a disability in the selection, acquisition or use of *assistive technology* (AT) devices. The term includes: (a) evaluating the needs of an individual in the individual's customary environment; (b) selecting, designing, fitting, customising, adapting, applying, maintaining, or replacing assistive technology devices; (c) training in the context of implementing devices; (d) co-ordinating and using other services with assistive technology devices". According to Fiedler (1996: 26), *assistive technology* (AT) began with the first individual who used a stick as a means of augmenting mobility. The present state of the art of *assistive technology*, with its focus on computer hard and soft ware, robotics and virtual reality, must represent the fulfilment of science fiction for persons born as recently as the end of World War II. *Assistive technology*, in its truest sense, becomes not just an enhancer for those with a disability, but a lifeline. It can permit individuals to be environmentally, vocationally, and emotionally empowered in a manner not thought possible during the past decade. The access to new technology in the employment of disabled people is gaining new recognition in rehabilitation as well as disability field studies. *Assistive technology* assists the disabled person to achieve a sense of autonomy and self-reliance and enable him/her to function more actively in the society and the workplace.

Authors have identified the both sides of technology and claim that it has positive as well as negative implications for disabled people. Oliver (in Swain et al., 1993: 241-242) has identified the positive implications technology has in the field of disability. These include:

- A wider range of employment options as more jobs are computerised.
- A wider range of tasks in any given employment.
- Flexible working arrangements, with, for example, the potential for home-based employment.
- Enhanced quality of working life, with less physical demands allowing for a concentration of energies into other tasks.
- The abilities of disabled workers to be emphasised and shifting perceptions as to what disability is.

Technology can promote inclusion into society and special telecommunications equipment help deaf people to communicate, while computer-oriented electronics and special hard and software computer programs enable blind people to use computers (Lee in Nagler, 1990: 126-127). Middleton (1999: 67) agrees with this assumption by viewing technology as a facilitating tool that enables disabled people, to become equal citizens in a society, by removing physical, communication and skill barriers between disabled and non-disabled people. Technology can further aid the integration process of disabled people into the labour market in the following ways, as stated by Oliver (1991: 103-106):

- *Enabling blind persons to "see".* Equipment has been developed that include miniature cameras which read printed material and reproduce it in magnified form on visual display units, Braille terminals for personal computers which can be operated on a stand-alone basis or linked as workstations to larger systems, and speech synthesisers. People who lack sight or who are partially sighted can gain employment in a variety of secretarial, word processing, clerical, data processing, and administrative and professional capacities. The researcher has witnessed a computer

program that "talk" to blind people and knows of a blind person who is an outstanding computer programmer.

- *Enabling persons who are deaf to "hear".* Recent advances in medical treatment of hearing loss, involving the insertion of *cochlear* implants have restored hearing to many people. Other technologies include special computer programs to improve their speech, a range of equipment that amplifies telephone receivers and the availability of closed captioning technology. The latter has been made possible by the development of very cheap microchips that can be installed in television receivers and which decode additional signal accompanying normal programme transmissions and display speech as subtitles. Miller and Sammons (1999: 168-172) have identified *assistive devices* that include listening systems that consist of environmental equipment that enhances the clarity of music, speech and other sound for people with hearing impairment to aid people with hearing impairments. Other *assistive devices* include communication boards and adapted computers, telephone devices (person types words that are carried by the telephone lines using specific tones) and electronic mail and fax. These will assist a person with a hearing impairment to be accommodated in an employment setting.

- *Enabling persons with paraplegia to "walk".* Functional Electrical Stimulation (FES) aims to restore useful movement or sensation by electrical stimulation of excitable tissue, normally muscles, in patients whose neural pathways have been disrupted or damaged. Applications of the technique include restoration of function to paralysed diaphragms enabling long-term respiration in small numbers of severely disabled people and restoration of continence, reliable micturation and some sexual function in selected patients. The restoration of walking to patients with complete paraplegia however is an ambitious goal that will require considerable further progress.

Negative aspects of technology may include the responsibility that is placed on the disabled person's shoulders to acquire this technology, which can be quite expensive. When an employer needs to reasonably accommodate people with

disabilities, new technology has to be acquired. This equipment is very expensive and not all employers may be able to afford this new technology. Technology can also not be utilised when it is not accessible or when the employer is not aware of the benefits of new technology (Roulstone in Swain et al., 1993: 241-243, 245). Olkin (1999: 276) has identified the effects of *assistive technology* on disabled people. The first effect of the use of assistive devices is the fact that it alters one's self image. The second, as part of the body, is no more open to touch, stares, personal questions, or lending than are other body parts. Thirdly, strangers may focus initially on the assistive device and not noticing the disabled person and finally, assistive devices can and often do fail or break.

Technology is a dynamic process and is constantly developing. In this section, it became clear to the researcher that technology enables disabled people to broaden their employment opportunity horizons. The emergence of new technology created new possibilities for people with disabilities, by either improving the effects of the disability or creating methods to break down the barriers created by the disability. These barriers include physical, environmental and employment barriers. It is recommended that new technology must be seen as a right of the disabled person when it can be utilised to create employment opportunities. Not all disabled people feel as positive about technology and the researcher believes that the reason for it being, that they were not consulted when the new technology was created. This results then in the technology not being particularly useful to disabled people or them not being able to use it. Technology must therefore be viewed as a strategy to integrate disabled people into the labour market, with the condition that disabled people are consulted before the new technology is developed or implemented.

9   CONCLUSION

In this chapter strategies to integrate disabled people into the labour market were identified and described. Concepts such as normalisation, rehabilitation and habilitation were addressed and the rights and responsibilities of disabled

people were identified. Independence, empowerment, employment, and legislation, developed to empower and support disabled people, were discussed. The Employment Equity Act, 1998 (Act No. 55 of 1998), the Code of Good Practice, with reference to affirmative action, reasonable accommodation and the Skills Development Strategy, were explored. In this chapter other integration strategies were addressed that included strategies in South Africa, supported employment and the utilisation of technology.

The researcher concluded that not all is lost for disabled people seeking independence and equality, because of the vast range of integration strategies that have been developed to integrate disabled people into the labour market. It is important though that definitions regarding certain concepts are redefined and that the society, and especially the employer, is sensitised in understanding these new definitions. The professional person working in the field of disability has the responsibility to empower the disabled person to start realising his/her potential and to become an employed member of society. Another responsibility of the professional person is to sensitise the employer in ways to employ disabled people in his business and to render support in this integration process.

In the following chapter, the empirical findings of this study focusing on the quantitative and qualitative data regarding the employment possibilities and reasonable accommodation methods for disabled people; company policy, attitudes, perceptions and needs of employers regarding the employment of disabled people; barriers that prevent the employment of disabled people and possible elements for a training program for employers to integrate disabled people into the open labour market, will be described and graphically portrayed.

CHAPTER 6

EMPIRICAL RESEARCH RESULTS

1   INTRODUCTION

According to the White Paper on Integrated National Disability Strategy (1997: 2-3), the majority of disabled people in South Africa do not receive any grant. Those who receive grants, do not receive any other income while at the same time, 99% of disabled people are being excluded from the open labour market. Only 1% of disabled people are working in the open labour market. The Employment Equity Act, 1998 (Act No. 55 of 1998) protects people with disabilities against unfair discrimination and entitles them to affirmative action methods and this places a burden on employers to employ disabled people, without them having the necessary skills and knowledge to accommodate disabled people. There is no training program or guidelines for a training program, developed through a scientific research process, available to assist employers in this process of the integration of disabled people into the open labour market. The goal of this research study therefore was:

To develop guidelines for a training program for employers to integrate disabled people in the open labour market.

The following objectives were also formulated:

- To develop a theoretical framework, by means of undertaking a literature study about the theoretical models regarding disability, the phenomenon of disability, the employer as a manager and the open labour market and strategies to integrate disabled people into the labour market by studying relevant programs and research done in South Africa and internationally, regarding the integration of disabled people into the open labour market.

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- To explore the current South African open labour market situation regarding the employment of disabled people in the open labour market, focusing on the following:
  - ➢ perceptions, attitudes and needs of employers,
  - ➢ employment possibilities and reasonable accommodation methods for disabled people,
  - ➢ employment policies in companies,
  - ➢ barriers that prevent employment of disabled people,
  - ➢ possible elements to include in a training program for employers.
- To formulate guidelines for a training program for employers to integrate disabled people into the open labour market.

According to these goal and objectives the following research questions for this study were formulated:

- What are the employment possibilities for different types of disabled people in the open labour market?
- What are the perceptions, attitudes and needs of employers regarding the integration of disabled people into the labour market?
- What are the barriers that prevent the employment of disabled people into the open labour market?
- What are the possible elements that should be included in a training program for employers?

In order to address these research questions, the researcher has conducted an exploratory research study with the aim to develop guidelines for a training program for employers to integrate disabled people into the labour market. This research study utilised the dominant-less-dominant model Creswell (in De Vos et al., 2002: 366) has identified. The dominant approach was the quantitative approach, because of the structured interviews that were utilised in the collection of the data. A part of the structured interviews consisted of open-ended questions that gathered information about the respondents' perceptions, which was qualitative. This resulted in the exploration of the perceptions,

attitudes and needs of employers regarding the employment of disabled people in the workplace, but with a structured and empirical approach.

In the previous chapters the phenomena of disability were explored. Chapter 1 explained the research methodological framework on which this study was structured and dedicated a section on the method of data collection. Chapter 2 as part of the literature study explored four different theoretical models from which disability could be viewed and Chapter 3 looked at disability as a phenomenon and focused on visual, hearing-, intellectual and physical impairment. In Chapter 4 the employer and the open labour market were investigated as part of the literature study, because of the important part the employer/manager plays in this study. Chapter 5 concluded the literature study by combining all the integration strategies to integrate disabled people into the labour market. The researcher has utilised all these information gathered in these first five chapters to develop a structured interview schedule and conducted interviews with 30 respondents. These 30 respondents were selected by the researcher on the basis of the criteria of them being managers/owners/human resource representatives of a wide range of companies.

In this chapter, the results of the empirical study will be displayed according to both the quantitative and the qualitative data collected through structured interviewing with a schedule. Four sections in the structured interview schedule include the biographical information of the respondents, information regarding the companies, disability and reasonable accommodation and the integration of disabled people into the labour market. These four sections will be thoroughly discussed and graphically displayed in this chapter. The researcher will also conclude with the qualitative findings that consist of the researcher's overall experiences and observations of the 30 respondents that took part in this study.

2   RESEARCH METHODS

2.1   Respondents

30 respondents from 30 different companies took part in this study. The respondents consisted of sales, personnel, administration, shop-, branch and general managers, human resource representatives/managers and an owner of a business. The companies ranged from small retail businesses, to large retail businesses with franchises with many employees and franchises with few employees. A wide range of companies was selected and included companies that sell food, clothes, stationery, furniture, house and hardware and car parts and accessories. Other companies included a coffee shop, a movie theatre, financial institutions, nurseries, huge telecommunication, and postal services. The sizes of these companies also varied from 4 employees to 39 000 employees. Some companies had small franchises with 4 employees, while others had franchises of 300 employees. Each company had a unique composition and management structure, but with a singular purpose of being as financially lucrative as possible.

The researcher utilised the purposive sampling method to recruit 30 respondents. The criteria for the respondents were that they had to be personnel managers or human resource representatives of companies and be in the position to employ employees in a company. Large companies with large and small franchises and smaller companies without franchises were targeted. The researcher learned that companies function differently according to size, structure, management and employment policy. The researcher had trouble in the selection and recruiting of respondents. The purpose of this study is a sensitive subject and some managers did not want to take part, before discussing it with their peers or human resource representatives. Some managers claimed that they were too busy to take part in the study, while others did not feel comfortable in discussing the subject of the employment of disabled people with a researcher. One manager even tried to bargain with the researcher, by stating that he will take part if the researcher could organise a marketing opportunity at the University of Pretoria! After a considerable amount

of legwork, lobbying and frustration the researcher did manage to recruit 30 respondents that positively took part in this study. The information that was gathered was both feasible and valuable. Appointments that sometimes had to take place after hours were made with the respondents, but it was valuable to get personally involved with these people and their organisations.

2.2 Structured interview with a schedule

A structured interview schedule with the inclusion of a few open-ended questions was utilised as data collecting method. (The structured interview schedule is included in Appendix B of this research report.) In structured interviewing with a schedule, the interviewer asks all the respondents the same series of questions with a limited set of response categories, except where open-ended questions are used. A structured interview is standardised and straightforward, but the open questions leave room for some flexibility (Denzin & Lincoln, 1994: 649). The responses were recorded by a coding scheme that had been established by the researcher with the assistance of the Department of Statistics from the University of Pretoria.

The researcher developed the structured interview schedule, utilising all the information gathered in the first five chapters of this study. Mrs. Rina Owen, from the Department of Statistics of the University of Pretoria, also contributed regarding the finalisation of this schedule and final approval of the Ethical Committee of the Faculty of Humanities at the University of Pretoria was received before the study could commence. After approval from the Ethical Committee, a pilot study was conducted with 10% (3) of the respondents who were not part of the main study. The respondents in the pilot study did not have any difficulty in understanding and answering the questions in the structured interview schedule, but the researcher had to adjust the presentation of the schedule, because the researcher asked leading questions in the pilot test and did not give enough time to the respondents to respond to the questions. The necessary adjustments were made before the formal empirical study commenced.

The interview schedule consisted of four sections that include:

- The biographical information of the respondent.
- The company.
- Disability and reasonable accommodation.
- The integration of disabled people into the labour market.

2.3 Data analysis and interpretation

After the data was gathered from the structured interview with the 30 respondents, the researcher coded all the schedules and it was handed to the data typists from the University of Pretoria. The Department of Statistics from the University of Pretoria assimilated the raw quantitative data and processed it into understandable frequencies. This quantitative data was analysed and interpreted by the researcher and is graphically displayed and described in this chapter. The researcher used first order data analysis, which is descriptive statistics and frequency distribution to explain the data and to give an indication about the distribution of responses.

During the interviews the researcher made observations regarding the respondents and the company and after each interview, the researcher recorded her impressions of these observations on the structured interview schedule. These include the overall impressions of the feelings, perceptions and attitudes of the respondent and the company. These observations and impressions were also analysed and interpreted by the researcher and will be described in section 6 of this chapter. By using all the data collected from the structured interviews, guidelines for a training program for employers to integrate disabled people into the labour market were identified and will be described in Chapter 7 of this study.

In the following sections, the quantitative data that was gathered will be graphically displayed and the qualitative data will be described and discussed according to the open questions answered by the respondents as well as the

researcher's observations during the structured interviews. The structured interview schedule was divided in four sections, namely:

- The biographical information of the respondent.
- The company.
- Disability and reasonable accommodation.
- The integration of disabled people into the labour market.

These sections will be discussed accordingly.

3   SECTION A: BIOGRAPHICAL INFORMATION OF THE RESPONDENTS

The following information regarding the biographical information of the respondents was gathered. These include the gender, age, race, language, management level and type of manager in the company.

3.1   Gender

For the purpose of this study, the gender of the respondents was not an important criterion. In this research study, however, 50% of the respondents were male and 50% of the respondents were female.

3.2   Age

The age distribution of the respondents was included into Section A – Biographical information of the respondents, with the main reason to establish an impression of the age compilation of the 30 respondents. The age distribution of the respondents is displayed in Figure 5:
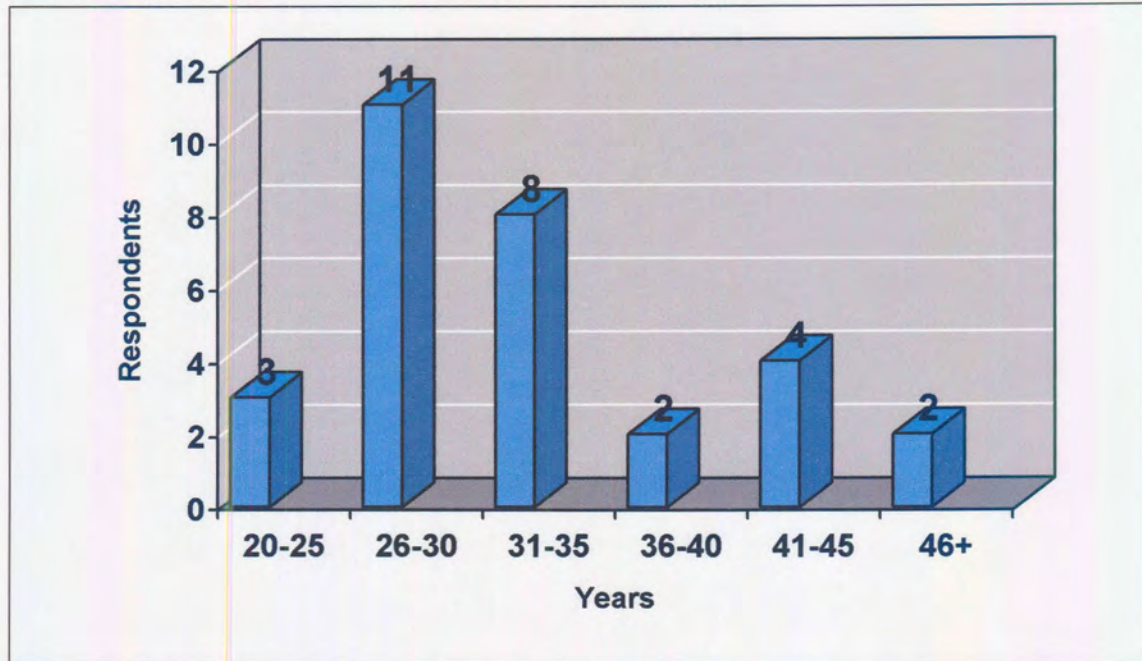
Figure 5: Age distribution of respondents

Three respondents (10%) were between the ages 20-25 and eleven respondents (36,67%) were between the ages of 26 – 30. Eight respondents (26,67%) were 31-35 years old and the age groups 36-30, 41-45 and 46+ had respectively two (6,67%), four (13,33%) and two (6,67%) respondents. The age group 26-30 had a higher frequency than the other respondents. Managers in this study were thus relatively young.

3.3 Race

The race of the respondents was also a part of the biographical information of the respondents and is displayed in Figure 6:
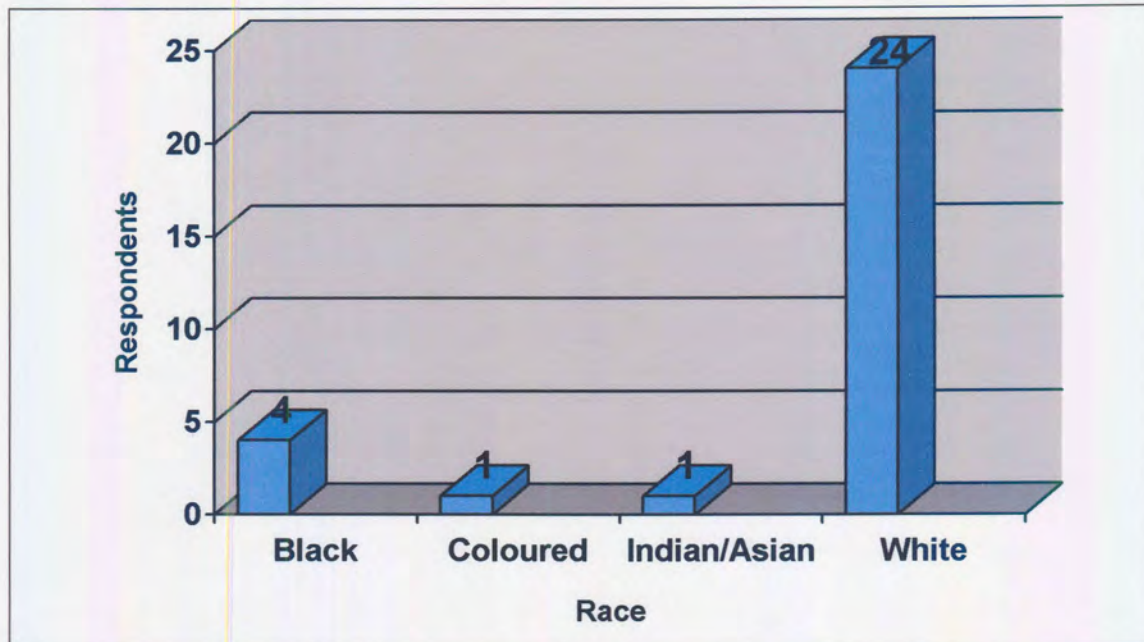
Figure 6: Race of respondents

There were 24 White respondents (80%), who took part in this study and four respondents (13.33%) who were African. One (3.33%) Coloured respondent and one (3.33%) Indian/Asian respondent also took part in this study. There were more White respondents than respondents from other race groups, which was unpremeditated.

3.4 Language

Nineteen respondents (63.33%) preferred Afrikaans as their home language, while eight respondents (26.67%) preferred English. Three respondents (10%) spoke other languages that included North Sotho, Tswana and Portuguese. All the respondents however, declared that they are bilingual and English is preferably spoken in all the companies.

3.5 Management level

In Chapter 4 of this study, three management levels were identified, including top-, middle- and lower level management (Van Rensburg, 1997; Donnelly et al., 1998; Lewis et al., 1998; Marx et al., 1998; Robbins & Decenzo, 2001). It was important to discover the management levels that the respondents

occupied, in order to understand the structure of the company. Fourteen (46,67%) of the respondents were in middle management, while eight respondents (26,67%) were at top management. Seven respondents (23,33%) were lower level/first line managers and one (3.33%) respondent marked "other".

3.6 Type of manager in company

Apart from the management level in a company, there are also different types of managers in companies and businesses. The distribution of the types of managers in these 30 companies is displayed in Figure 7:
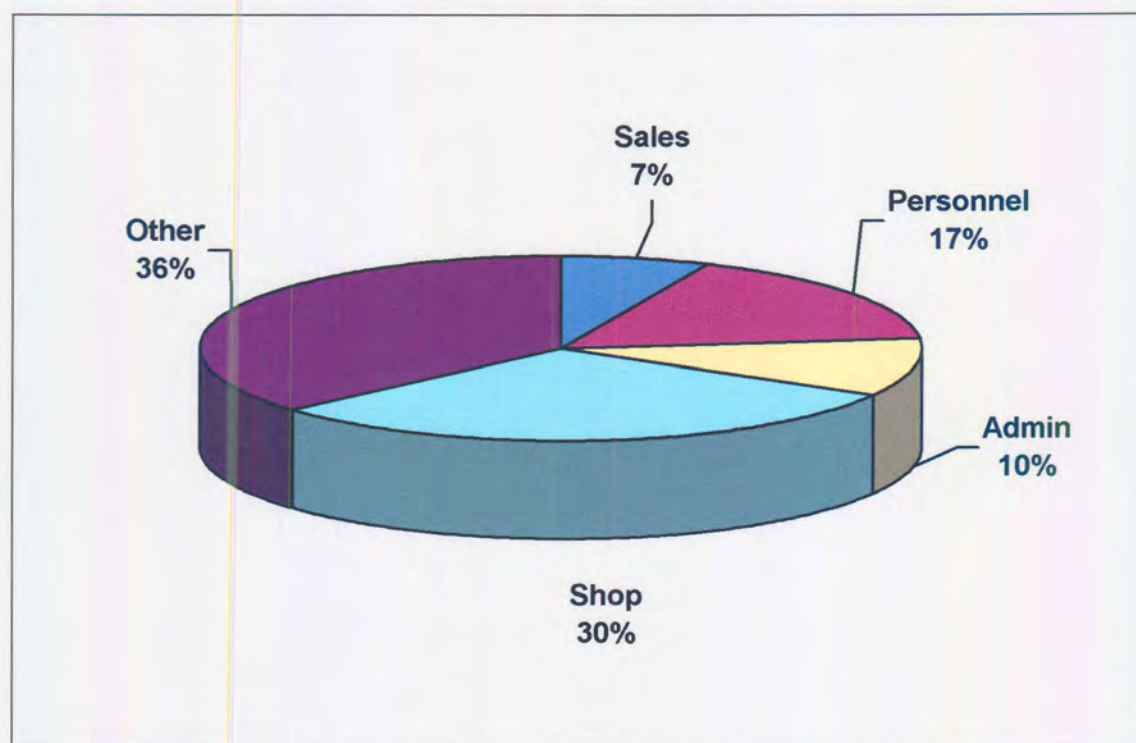
Figure 7: The distribution of the types of managers

Two respondents (6,67%) were sales managers, five respondents (17%) were personnel managers, three respondents (10%) were administration managers and nine respondents (30%) were shop managers. Eleven respondents (36%) however responded to the "Other" option and include owner, human resource managers/representatives, branch- and general managers. As mentioned earlier, the researcher became aware of the vast differences between the structure and management of different companies. In some companies, the

personnel manager employs employees; while in other companies all employees are employed by a single human resource office or representative. These respondents however were all active in the employment process of employees, and in some cases in the training of employees, and were perfect candidates to act as respondents in this study.

3.7 Summary

In this section, the biographical information of the respondents was explored. The researcher selected these respondents by contacting different companies and obtained their willingness to take part in this study. The sample of 30 respondents was selected by utilising the purposive sampling method subject to the only criteria that the respondents had to be personnel managers or staff involved in the employment of people in the company or business. There were the same amount of male (50%) and female (50%) respondents and the respondents were mostly from the age group 26-30 years (36,67%). Mostly White respondents (80%) took part in this study and the prevalent language was Afrikaans (63,33%), though respondents said that English was the language most commonly spoken in companies. The majority of the respondents were middle management (46,67%) and different types of managers took part in this study.

The next section focuses on the company and the type of production/services rendered and if disabled people were employed in the company.

4   SECTION B: THE COMPANY

In this section, the researcher wanted to explore the size of the company and the type of production services rendered in the company. The researcher also asked the respondents if they thought the employment of disabled people in their company would be feasible and to state reasons for their answers. The researcher further asked respondents if there were disabled people employed in their organisation full-time, part-time and by contract and explored the sectors in which disabled people were employed. If disabled people were employed in a

specific sector then the respondent had to describe the type of position that was filled by the disabled person. The data was as follows:

4.1   Number of employees in the company

Unfortunately, this question cannot be graphically displayed, because of the different answers that were given to the researcher. Two respondents (6,67%) were not sure of the number of employees employed by their organisation, while other respondents could not specify the number of employees in Pretoria. Some companies had 4 employees (small franchise of a large company) while other companies had 500 employees (large franchise of large company). In some instances the human resource representative or personnel manager of a company in Pretoria took part as respondent and stated that the number of employees in their organisation in Pretoria was estimated at 39 000. The number of employees of the companies that took part in this study, according to the respondents was:

- Employees 4 – 50: 15 respondents (50%)
- Employees 50 - 100: 4 respondents (13,33%)
- Employees 100 –200: 2 respondents (6,67%)
- Employees 500 – 700: 2 respondents (6,67%)
- Employees 1000 –2000: 2 respondents (6,67%)
- Employees 6000: 1 respondent (3,33%)
- Employees14 000: 1 respondent (3,33%)
- Employees 39 000: 1 respondent (3,33%)

4.2   Type of production/services rendered in the company.

A variety of types of companies were involved in this study as shown in Figure 8:
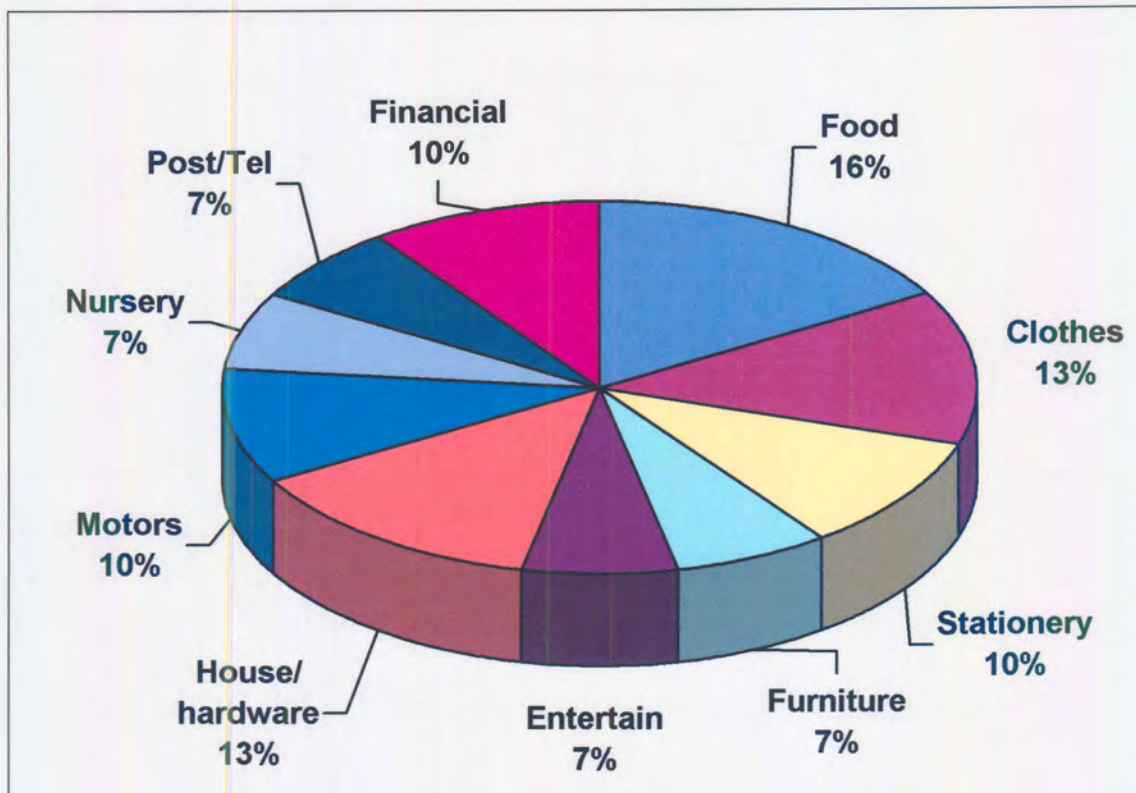
Figure 8: Types of production/services rendered in companies

The researcher attempted to compile the respondents from a vast range of companies and wanted to include respondents from 2-5 companies from each range selected. Companies that were selected were compiled from all these different sectors mentioned in Figure 8 and include shops that sold food (16%), clothes (13%), stationery (10%), furniture (7%), home/hardware (13%) and motor parts and accessories (10%). Other companies that were included in this study included entertainment (7%) (a movie theatre and coffee shop), garden services and nurseries (7%), financial services (10%) and large companies providing postal en telecommunication services (7%). The identity of these respondents is strictly confidential and a contract between the respondents and the researcher was signed confirming this. (Letter of informed consent attached in Appendix A.)

4.3 Feasibility of the employment of disabled people in the labour market.

The researcher asked the question: "The Employment Equity Act states that disabled people should receive equal consideration in the labour market. Do you think it is feasible? State the reasons for your answer". The respondents reacted on this question as follows and the data is graphically displayed in Figure 9:
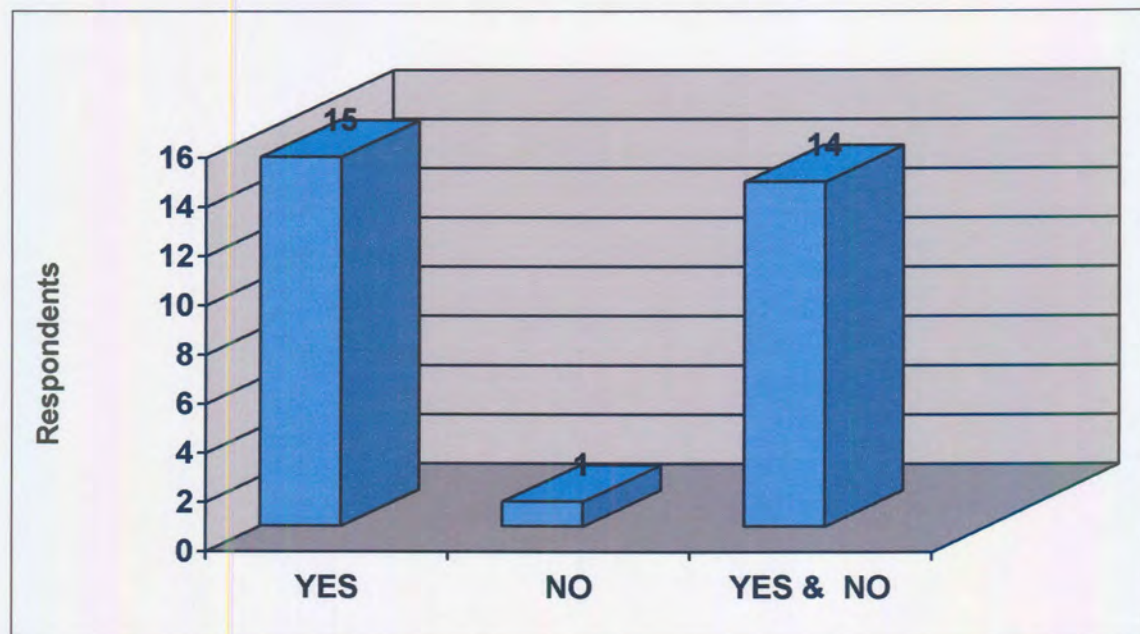
Figure 9: Feasibility of the employment of disabled people in the labour market

Fifteen respondents (50%) reacted by saying; **"Yes"** that disabled people should receive equal consideration in the labour market. However one respondent (3,33%) said; **"No"** disabled people should not be integrated and fourteen respondents (46,67%) answered **"Yes and No"** to this question.

The reasons that the 15 respondents gave for their **"Yes"** reply include:

- "It is an experiment and worth a shot".
- "If the person is capable for doing the job, why not employed?"
- "Why discriminate?"

- "I think that all people should be given an opportunity to obtain jobs in the labour market".
- "Output for job must be the same as any normal employee".
- "They are human and they have to live normal lives".
- "Every able person should have the right to a respectable job".
- "They can also contribute significantly to the productivity and economic growth of the company".

The reason the respondent gave for answering **"No"** is:

- "I am not sure that a disabled person can work in this company, because the work is very physical".

Fourteen respondents answered, "yes" to the question, but also stated fear and uncertainty in employing disabled people. Their reactions include:

- "It depends on the type of stores and the accessibility of facilities".
- "They would be able to function in smaller branches, but not large branches".
- "In some markets it is feasible. In operational businesses that require physical strength, it is difficult".
- "Depends on the type of disability"."
- "It depends on the type of job and the type of disability. Profile of the person is important".
- "It will depend on the building, the work and the type of disability".
- "Would not be able to use disabled person in technical work, but well in administration department".
- "Reasons in economic climate – no; social responsibility – yes".

It is clear from the reactions of the respondents that they were overall positive regarding the employment of disabled people and the overall integration of disabled people into the labour market. They were however uncertain how

feasible the employment of disabled people would be in their companies and specifically their businesses.

4.4 The employment of disabled people in the companies.

The researcher very specifically did not ask the respondents the number of disabled people employed in their companies. They had to choose between "Yes" and "No" if disabled people were employed full-time, part-time or on contract basis. The question was thereby formulated as follows: **"Are there any disabled people employed in your organisation?"** The results of this question can be seen in Table 3:

Table 3: Employment of disabled people

	YES	NO	N=30
FULL-TIME	11 (36,67%)	19 (63,33%)	30
PART-TIME	5 (16,67%)	25 (83,33%)	30
CONTRACT	1 (3,33%)	29 (96,67%)	30

From Table 3 it is clear that the majority of companies did not have disabled people in employment (63,33% - full-time, 83,33% - part-time and 96,67% - contract), while disabled people that are employed are mostly full-time employees (36,67% - full time, 16,67% - part time and 3,33% - contract). The following Figure 10 has been generated by the computer, according to the results displayed in Table 3, to display a graphical portrayal of the employment of disabled people in companies.

YES
37%

NO
63%
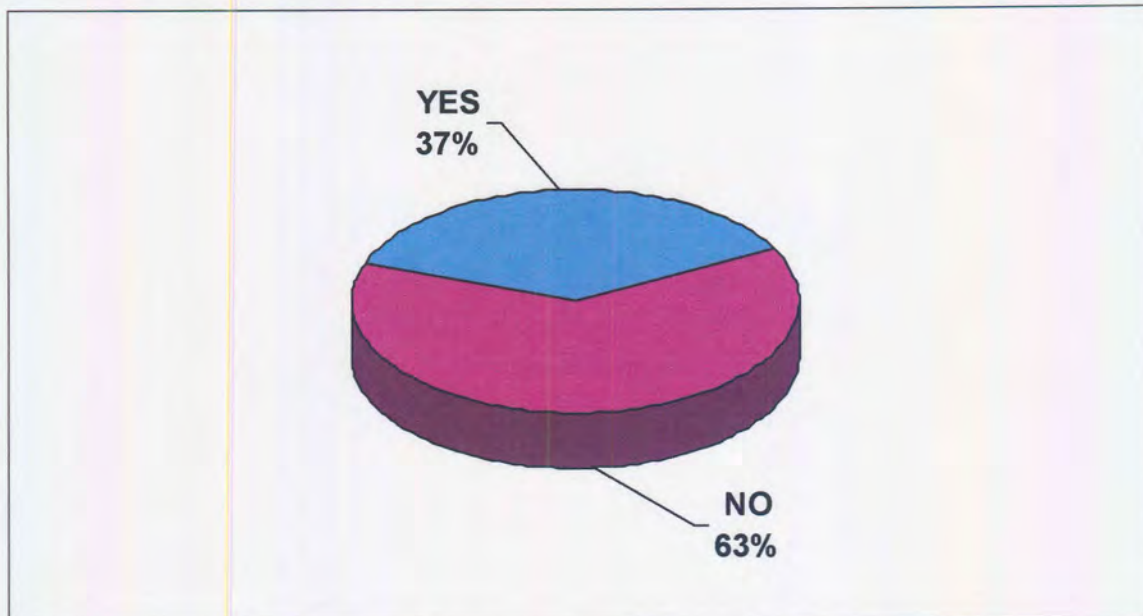
Figure 10: Employment of disabled people

It is clear from the findings of Figure 10 that 63% of the companies in the sample did not have any disabled people in employment. 37% of the companies however had disabled people employed in their organisations and they were mostly employed as full-time employees.

4.5 Employment of disabled people in different sectors and type of positions in the company.

These questions in the structure interview were as follows: **"Are there any disabled people employed in the following sectors of you organisation?"** and **"In these following sectors please describe what type of position do these disabled people fill?"** Even though the proposed responses to these questions were quantitative (refer to structured interview schedule – Appendix B), the results could not be scientifically measured, because of the explorative design of this study. The responses of the respondents were cautious and uncertain and can for that reason not be quantitatively displayed. Information regarding the types of positions that are filled by disabled people was gathered and can be described qualitatively.

The disabled employees were mostly employed in the administration sector (according to seven respondents, 23,33%) that includes telephone reception,

general filing and monitoring of security cameras. "Other" types of jobs that eight respondents (26,67%) identified included packers, cashiers, cleaners, drivers, gardeners, salespeople, onion peelers and management.

Large companies (two respondents, 6,67%) had disabled people employed in all the sectors in the company that included administration, technical department, public relations and domestic. The jobs that were filled in the administration sector included clerical and management positions and various administration jobs. Jobs in the technical department included mechanical engineers, sorting, tellers; office-based technical support and sales. Public relations jobs included communications section, marketing, deliveries and postmen. Jobs that were filled in the domestic sector included tea-ladies, cleaning staff and handymen. Other types of jobs that were filled by disabled people were in call-centre environments. Large companies have more scope when employing people and that is the reason why disabled people have a better chance of being employed in larger companies than in smaller companies with small franchises and shops.

4.6   Summary

To formulate a reflection of disabled people's integration in selected companies, the researcher focused on the following aspects. The researcher asked the respondents how many employees were employed in their organisations. The answers that were given were so divergent that the question did not have any statistical value and just the answers of the respondents were described in this section. The type of production/services that are rendered in the different companies ranges from small retail franchises of large companies to large franchises of large companies and small and medium business. These include companies that sell clothes (13%), food (16%), stationery (10%), furniture (7%), house/hardware (13%) and car parts and services (10%). Other companies included nurseries and garden services (7%), financial services (10%), entertainment (7%) and postal and telecommunication services (7%). Most of the respondents were positive about disabled people being employed but had reservations about the employment of disabled people in their own

companies/shops. From the companies that were recruited, 63% did not have disabled people in their employment. Disabled people that were employed in the other companies were mostly employed in administration and domestic sectors, except in large companies where disabled people were employed in every sector of the company.

It became clear to the researcher that managers were positive regarding employment of disabled people, but were uncertain how to accommodate them in their own companies. Large companies were also definitely more equipped to employ disabled people, because of the financial capabilities and immensity of employment possibilities.

In the next section employment possibilities and reasonable accommodation of disabled people will be explored.

5   SECTION C: DISABILITY AND REASONABLE ACCOMMODATION

In this section, the researcher wanted to investigate the employment possibilities for four different types of disability that include visual, hearing-, intellectual and physical impairment in the sample of 30 companies. The researcher asked the question of the overall possibility of job placement for the four different types of disabilities identified and then specified this question by asking questions utilising different examples for job placement for these different types of disabilities. Reasonable accommodation methods in companies were also explored according to the specific four types of disabilities. The following results can be stated:

5.1   Overall possibility of the employment of the following types of disabled people – visual, hearing-, intellectual and physical impairment.

The overall possibility of the employment of the four different types of disabled people was identified and is displayed in Figure 11:
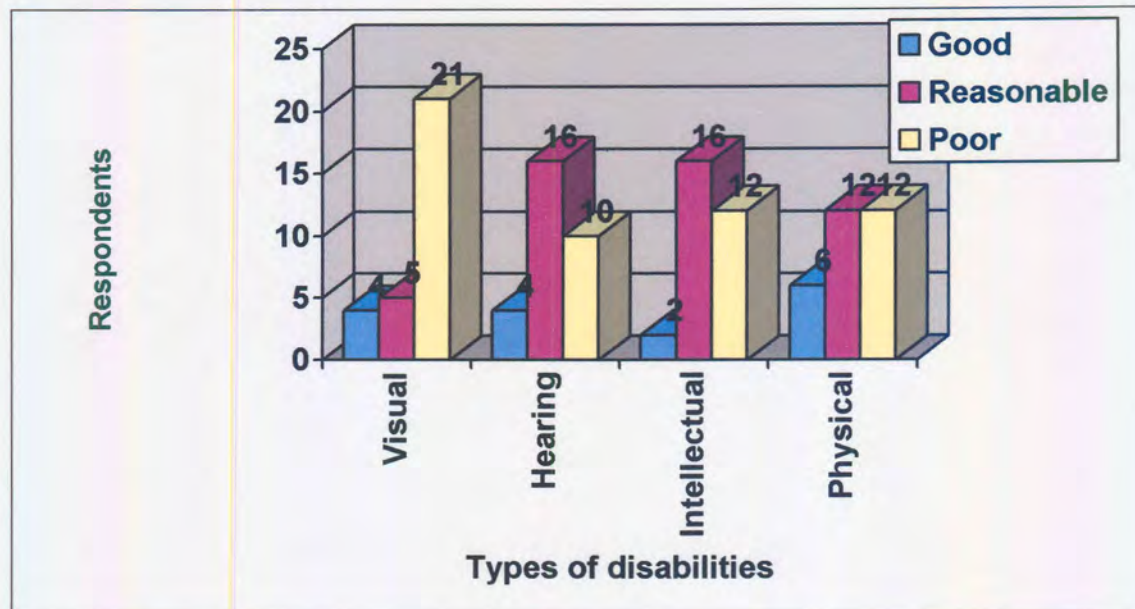
Figure 11: Overall possibility of the employment of types of disabled people

According to these results:

- Four respondents (13,33%) stated that job possibilities for visually impaired people were "Good", while five respondents (16,67%) stated that it would be "Reasonable". The majority of respondents (21 respondents/70%) however declared that employment possibilities for visually impaired individuals were "Poor".

- Four respondents (13,33%) stated that the possibility for the employment of hearing-impaired people was "Good" and ten respondents (33,33%) responded that employment possibilities were "Poor". Sixteen respondents (53,33%) stated that employment possibilities for hearing-impaired individuals were "Reasonable".

- The majority of respondents (16 respondents/53,33%) stated that employment possibilities for intellectually impaired people were "Reasonable", while 12 respondents (33,33%) stated that it was "Poor" and two respondents (6,67%) declared that it was "Good".

- Six respondents (20%) stated that the employment possibilities for physically impaired individuals were "Good", while 12 (40%) respondents stated that employment possibilities for physically impaired individuals were "Reasonable" and 12 respondents (40%), "Poor".

The employment possibilities of visually impaired individuals are poorer than the other types of disabilities. Physically impaired people had a better chance of being employed, while the chances of employment for hearing and intellectually impaired individuals were reasonable.

In the structured interview schedule, questions that are more specific were asked regarding the employment of specific disability types. The answers to these questions are stated and displayed in the following sections.

5.2 Possibility of job placement for visually impaired individuals.

The researcher asked the question: **"What is the possibility of job placement for visually impaired individuals in the following types of jobs?"** The researcher gave examples of the types of jobs and the respondents had to choose between the categories "Good", "Reasonable" or "Poor" regarding the possibility of job placement for visually impaired individuals in the respondent's specific company. The respondents had to mark one of the categories "Good", "Reasonable" or "Poor" for each type of job. The data that is displayed in Table 4 represent the respondents' answers to this question.

Table 4: Possibility of job placement for visually impaired individuals

TYPE OF JOB	GOOD	REASONABLE	POOR
Secretarial	0	2 (6.67%)	28 (93,33%)
Administration	4 (13,33%)	4 (13,33%)	22 (73.33)
Reception	5 (16,67%)	8 (26,67%)	17 (56,67%)
Telephone operator	15 (50%)	5 (16,67%)	10 (33,33%)
Computer programmer	1 (3,33%)	3 (10%)	26 (86,67%)
Sales	1 (3,33%)	6 (20%)	23 (76,67%)
Managerial	3 (10%)	9 (30%)	18 (60%)

From Table 4 it is obvious that these managers could not perceive visually impaired individuals functioning in these different examples of jobs that include secretarial (93,33%), administration (73,33%), reception (56,67%). computer

programmer (86,67%). sales (76,67%) and managerial (60%) and the majority of respondents responded to these questions with "Poor" with the exception of telephone operator which 50% of the respondents rated "Good". The following Figure 12 is a graphical portrayal of these results and data with the focus on the respondents' responses to the options: "Good", "Reasonable" and "Poor".
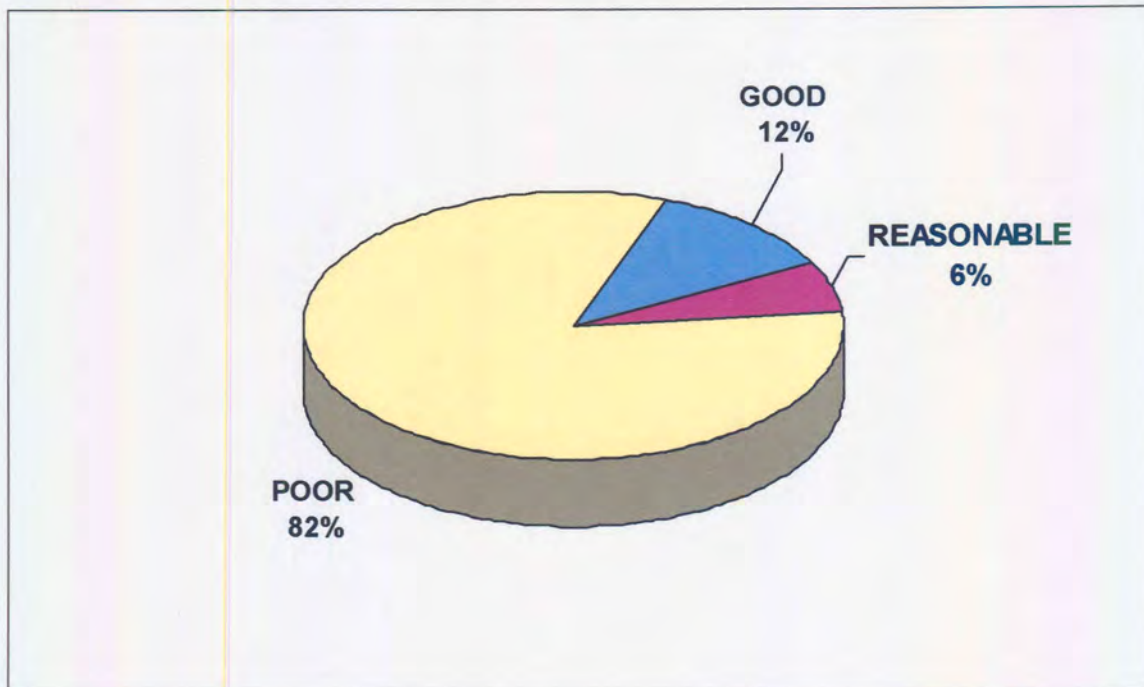
Figure 12: Possibility of job placement for visually impaired individuals

According to Figure 12, employment possibilities for visually impaired individuals in companies are predominantly "Poor" (82%), 12% "Good" and 6% "Reasonable".

5.3   Reasonable accommodation of visually impaired individuals.

This question, "**How do you or can you reasonably accommodate visually impaired individuals in your organisation?**" and the specific examples were compiled from examples of reasonable accommodation methods in the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998). The respondents had to choose the examples where they would be able to reasonably accommodate visually impaired individuals in their company. Respondents could thus mark more than one example. The researcher had

structured their answers by starting with the example that received the most consideration and ending with the answer that received the least consideration.

Table 5: Reasonable accommodation of visually impaired individuals

Reasonable accommodation methods	(%)
Providing specialised supervision, training and support	13 (43,33%)
Re-organising work-stations	12 (40%)
Adapting existing facilities	10 (33,33%)
Computer accessories	9 (30%)
Special computer software	6 (20%)

According to Table 5, 43,33% of companies were able to provide specialised supervisions training and support and 40% could re-organise work-stations. 33,33% would be able to adapt existing facilities, 30 % would obtain computer accessories and only 20% would be able to obtain special computer software and 30% computer accessories. Large companies are in a better position to reasonably accommodate disabled people, because of their financial position and the ability to accommodate people in different sectors and building. Companies however did not see themselves as being able to reasonably accommodate visually impaired individuals as to other types of disability.

5.4 Possibility of job placement for hearing-impaired individuals.

The researcher asked the question: **"What is the possibility of job placement for hearing impaired individuals in the following types of jobs?"** The researcher gave examples of types of jobs and the respondents had to choose between the categories "Good", "Reasonable" or "Poor" regarding the possibility of job placement for hearing-impaired individuals in the respondent's specific company. They responded by choosing one of the options in this table for each example of type of job. The following data represent their reactions:

Table 6: Possibility of job placement for hearing impaired individuals

TYPE OF JOB	GOOD	REASONABLE	POOR
Technical work	9 (30%)	6 (20%)	15 (50%)
Administration	11 (23,33%)	12 (40%)	7 (23,33%)
Clerical	11 (36,67%)	9 (30%)	10 (33,33%)
Managerial	2 (6,67%)	12 (40%)	16 (53,33%)
Computer	13 (43,33%)	8 (26,67%)	9 (30%)
Domestic	17 (56,67%)	8 (26,67%)	5 (16,67%)
Packer	14 (46,67%)	1 (3,33%)	15 (50%)

In Table 6, the results according to the job possibility examples were not predominately situated in one of the three options and there were positive reactions towards certain job examples that included Domestic jobs (56,67%). Managerial (53,33%) and technical work (50%) however were job possibilities that were poor for hearing-impaired people. Packer as job opportunity received high reactions from both the categories "Good" (46.67%) and "Poor". The following Figure 13 is a graphical portrayal of these results according to the options "Good", "Reasonable" and "Poor".

Figure 13: Possibility of job placement for hearing-impaired individuals

According to Figure 13, the respondents are more positive in hiring hearing-impaired individuals (30%-Good and 20%-Reasonable) than visually impaired individuals (12%-Good and 6%-Reasonable) and they considered hearing-

impaired individuals as mostly packers and domestic workers. Job possibilities are thus better for people with hearing impairments than individuals with visual impairment.

5.5 Reasonable accommodation of hearing impaired individuals

This question, "**How do you or can you reasonably accommodate hearing-impaired individuals in your organisation?**" and the specific examples were compiled from examples of reasonable accommodation methods in the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998). The respondents had to choose the examples where they would be able to reasonably accommodate hearing-impaired individuals in their company. Respondents could thus mark more than one example. The researcher had structured their answers by starting with the example that received the most consideration and ending with the answer that received the least consideration.

Table 7: Reasonable accommodation for hearing-impaired individuals

Reasonable accommodation methods	(%)
Bettering the communication skills of staff	18 (60%)
Providing specialised supervision, training and support	14 (46,67%)
Adapting existing equipment	9 (30%)
Acquiring new equipment e.g. telephones	9 (30%)
An interpreter of sign language	6 (20%)

18 respondents (60%) reacted by stating that the communication skills of staff can be improved to accommodate hearing impaired individuals into the company. The provision of specialised supervision, training and support also received some consideration (14 respondents/46,67%), while 30% would be able to adapt existing equipment and acquiring new equipment and only 20% would utilise an interpreter of sign language. According to Table 7, companies were more positive in reasonably accommodating people with a hearing impairment than people with a visual impairment, but may not have the financial resources to obtain new equipment.
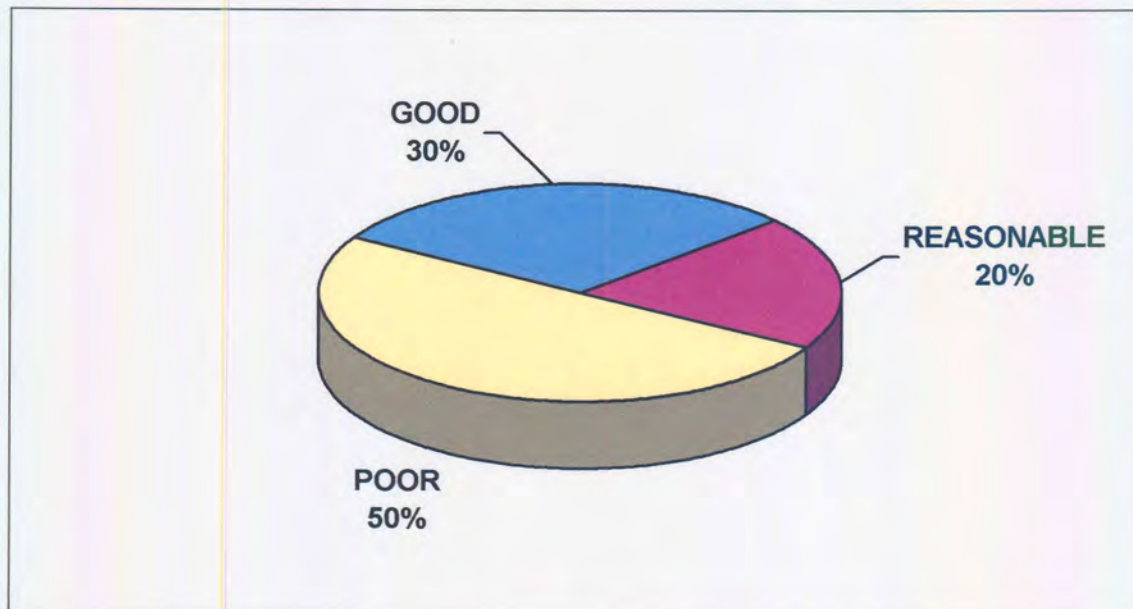
5.6 Possibility of job placement for intellectually impaired individuals.

The researcher asked the question: **"What is the possibility for job placement of intellectually impaired individuals in the following types of jobs?"** The researcher gave examples of types of jobs and the respondents had to choose between the categories "Good", "Reasonable" or "Poor" regarding the possibility of job placement for intellectually impaired individuals in the respondent's specific company. The data are displayed in Table 8:

Table 8: Job possibility for intellectually impaired individuals

TYPE OF JOB	GOOD	REASONABLE	POOR
Secretarial	1 (3,33%)	3 (10%)	26 (86,67%)
Administration	4 (13,33%)	5 (16,67%)	21 (70%)
Reception	2 (6,67%)	5 (16,67%)	23 (76,67%)
Telephone	2 (6,67%)	8 (26,67%)	20 (66,67%)
Cleaner	15 (50%)	12 (40%)	3 (10%)
Tea-person	15 (50%)	11 (23,37%)	4 (13,33%)
Packer	12 (40%)	7 (23,33%)	11 (36,67%)

Job possibilities for intellectually impaired people are predominantly poor according to these findings. Most of the job examples (secretarial 86,67%, administration 70%, reception, 76,67% and telephone operator, 66,67%) received a high percentage of "Poor", except for the job examples of cleaner (50%), tea-person (50%) and packer (40%), which received a relatively high percentage of "Good". The following Figure 14 will display these results in a pie chart:
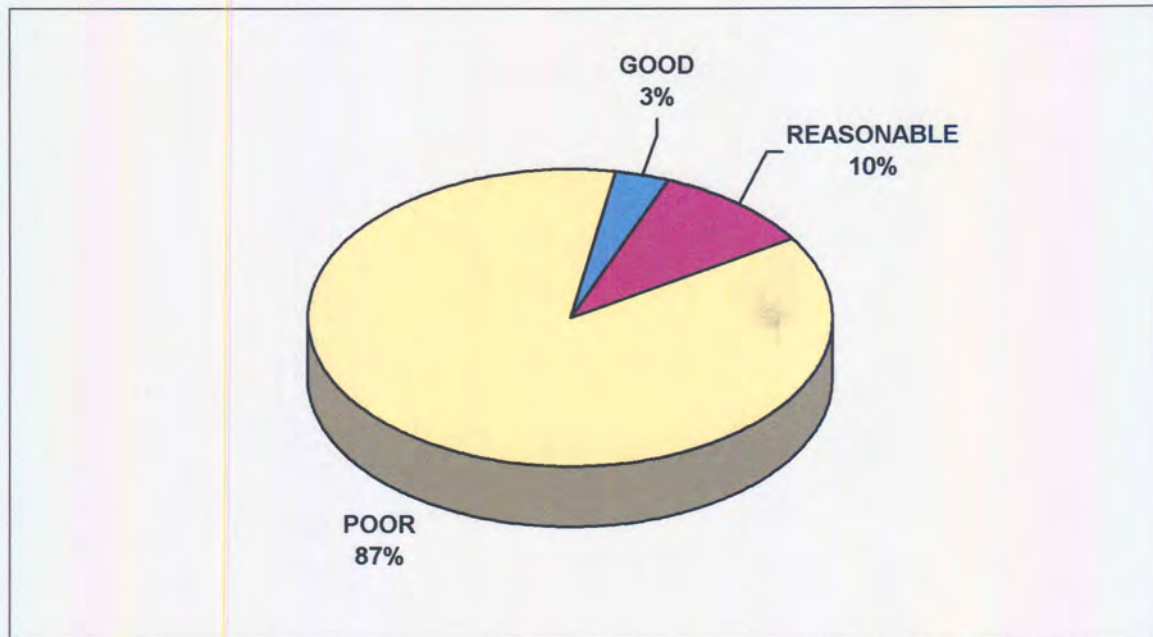
Figure 14: Job placement of intellectually impaired individuals

Job placement possibilities for intellectually impaired individuals are very poor (87%) in the different respondents' companies, with the exception of cleaner and tea-person. For example a respondent told the researcher that packing is sometimes a specialised field and that intellectually impaired individual would not be able to succeed. From Figure 14 it is clear that the respondents could not consider intellectually impaired individuals as employees in their companies as only 3% of the respondents thought that job possibilities for intellectually impaired individuals were good and 10% reasonable.

5.7   Reasonable accommodation of intellectually impaired individuals

The question, **"How do you or can you reasonable accommodate intellectually impaired individuals in your organisation?"** and the specific examples were compiled from examples of reasonable accommodation methods in the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998). The respondents had to choose the examples where they would be able to reasonably accommodate intellectually impaired individuals in their company. Respondents could thus mark more than one example. The researcher had structured their answers by starting with the example that

received the most consideration and ending with the answer that received the least consideration.

Table 9: Reasonable accommodation for intellectually impaired individuals

Reasonable accommodation method	(%)
Training of co-workers to accommodate intellectually impaired individuals	18 (60%)
Providing specialised supervision, training and support	17 (56,66%
Changing of training, assessment materials and systems	16 (53,33%)
Restructuring jobs so that non-essential functions are re-assigned	14 (46,66%)
Adjusting working time and leave	7 (23,33%)

From Table 9 it is clear that, 18 respondents (60%) identified the importance of training of co-workers when employing intellectually impaired individuals, 17 respondents (56,66%) would be able to provide specialised supervision, training and support and 16 respondents (53,33%) would change training, assessment materials and systems. 14 respondents (46,66%) would be able to restructure jobs so that non-essential functions were re-assigned and 7 respondents (23,33%) could adjust working time and leave. Even though the respondents could not accommodate intellectually impaired individuals in their companies, their reactions to reasonable accommodation of intellectually impaired individuals were more positive than reasonable accommodation of hearing- or visually impaired individuals and the possible reason for this could be that these examples did not require extensive financial contributions.

5.8 Possibility of job placement for physically impaired individuals.

The researcher asked the question: **"What is the possibility of job placement for physically impaired individuals in the following types of jobs?"** The researcher gave examples of types of jobs and the respondents had to choose between the categories "Good", "Reasonable" or "Poor" regarding the possibility of job placement for physically impaired individuals in

the respondent's specific company. The following data represent the respondents' answers to this question.

Table 10: Job placement for physically impaired individuals

TYPE OF JOB	GOOD	REASONABLE	POOR
Secretarial	12 (40%)	7 (23,33%)	11 (36,67%)
Administration	15 (50%)	7 (23,33%)	8 (26,67%)
Reception	13 (43,33%)	6 (20%)	11 (36,67%)
Telephone	19 (63,33%)	3 (10%)	8 (26,67%)
Computer	17 (56,67%)	3 (10%)	10 (33,33%)
Domestic	3 (10%)	11 (36,67%)	16 (53,33%)
Managerial	8 (26,67%)	9 (30%)	13 (43,33%)
Clerical	13 (43,33%)	10 (33,33%)	7 (23,33%)

According to these results displayed in Table 10 the respondents' reactions were relatively evenly distributed between the three options. Respondents were positive regarding the employment possibilities for physically impaired individuals, especially in jobs that include administration (50%), telephone operator (63,33%), computer (56,67%), reception (43,33%) and clerical work (43,33%). The following pie chart, Figure 15, will clearly display these reactions of the respondents:
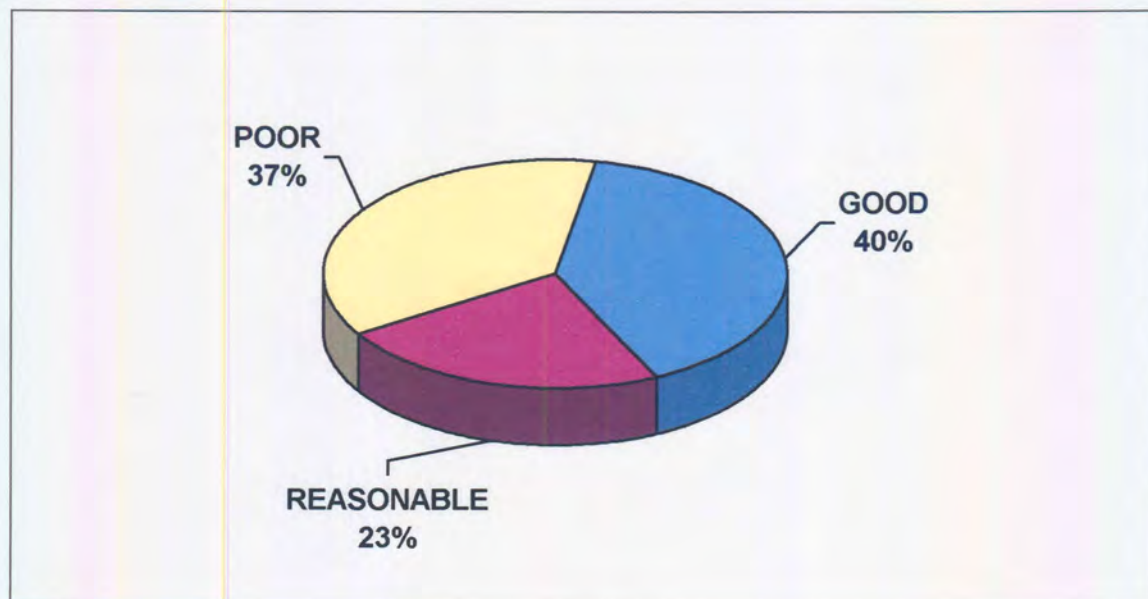
Figure 15: Job placement for physically impaired individuals

Physically impaired individuals have a greater chance to be employed according to Figure 15. 40% of the respondents stated that job placement for physically impaired individuals would be "Good", 23% "Reasonable" and 37%, "Poor". Compared to the other types of disabilities (visually impaired: "Good" – 12%, hearing-impaired: "Good" – 30% and intellectually impaired: "Good" – 3%), companies were more willing to employ physically impaired individuals.

5.9 Reasonable accommodation of physically impaired individuals.

This question, **"How do you or can you reasonably accommodate physically impaired individuals in your organisation?"** and the specific examples were compiled from examples of reasonable accommodation methods in the Code of Good Practice of the Employment Equity Act, 1998 (Act No. 55 of 1998). The respondents had to choose the examples where they would be able to reasonably accommodate physically impaired individuals in their company. The respondents could thus mark more than one example. The researcher had structured their answers by starting with the example that received the most consideration and ending with the answer that received the least consideration.

Table 11: Reasonable accommodation of physically impaired individuals

Reasonable accommodation methods	(%)
Re-organising work stations	17 (56,66%
Support, supervision and training of physically impaired person	16 (53,33%)
Adapting existing facilities to make them accessible	15 (50%)
Creating new facilities that promote accessibility	14 (46,66%)
Support, supervision and training of co-worker	13 (43,33%)

Respondents were positive in reasonably accommodating people with physical impairments and all these examples of reasonable accommodation methods received a high response from the respondents. The highest considerations included re-organising work-stations (17 respondents/56,66%), support,

supervision and training (.................,.....%) and adapting existing facilities to make them accessible (15 respondents/50%). 14 respondents (46,66%) would be able to create new facilities that promote accessibility and 13 respondents (43,33%) would be able to provide support, supervision and training of co-workers.

However it was clear to the researcher that the respondents had some hesitation in adapting facilities to make it accessible specifically for people in wheelchairs. Large companies with more than one building could be more accommodating toward people in wheelchairs, because when one building was not accessible there were other buildings that could be more accessible. Other companies might not have the financial capacity to accommodate physically impaired individuals in this matter.

5.10 Summary

In this section the possibility of employment for the four types of disability; visual, hearing-, intellectual and physical impairment, had been explored and it became clear that the respondents' were more positive in employing hearing-impaired individuals (30% - "Good" and 20% "Reasonable) and physically impaired individuals (40% - "Good" and 23% - "Reasonable"). The respondents' however reacted positively to reasonably accommodating physically and intellectually impaired individuals and to a lesser degree hearing- and visually impaired individuals. The reason for not reacting as positively to reasonably accommodating visually impaired individual could be financial.

The last section in the structured interview schedule focused on the integration of disabled people into the labour market and attention was given to feelings and attitudes, barriers and factors that should be included into a training program for employers. It will be described in the following section of this chapter.

6   SECTION D: INTEGRATION OF DISABLED PEOPLE INTO THE LABOUR MARKET

In this section, the researcher was investigating the feelings and attitudes towards disabled people that might be prevalent in the company. Questions regarding policy, plans and programs to integrate disabled people into the labour market and the different companies were asked and barriers regarding disabled people and employers and co-workers were identified. The researcher also wanted to investigate if the company had knowledge of the Skills Development Act and what strategies were in place according to the regulations of the Skills Development Act.   The respondents' needs regarding the development of a sensitisation course were also explored and important factors regarding such a training program were identified. The researcher finally asked if the respondents would participate in the facilitation and testing of a possible training program in the future. The data, according to these different questions will be displayed accordingly.

6.1   The extent of feelings/attitudes regarding the Employment Equity Act and the employment of disabled people.

The researcher investigated the respondents' feeling/attitudes regarding the Employment Equity Act with specific focus on the employment of disabled people. The question was as follows: **"To what extent does the regulations of the Employment Equity Act create the following feelings/attitudes in your organisation."** The researcher explained to the respondents that this question had reference to the specific employment of disabled people. The respondents had the option to mark "Very much", "To some extent" and "None" regarding different examples of feelings. The following findings are graphically displayed in Figure 16:
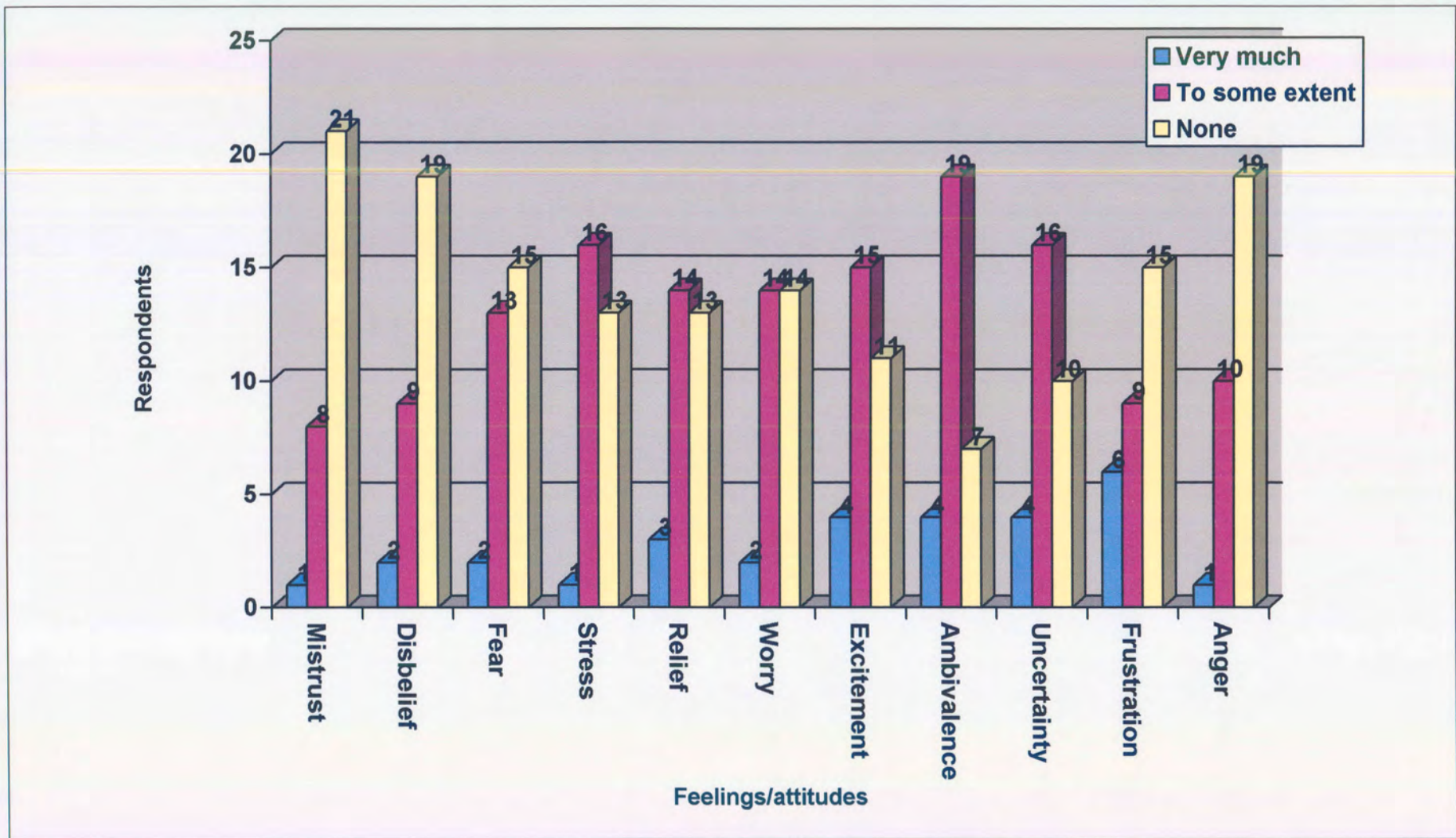
Figure 16: The extent of feeling/attitudes regarding the Employment Equity Act and the employment of disabled people

According to Figure 16, the
to this question were as follows:

- Mistrust: "Very much" – 1 respondent (3,33%); "To some extent' – 8 respondents (26,67%) and "None" – 21 respondents (70%).

- Disbelief: "Very much" – 2 respondents (6,67%); "To some extent" – 9 respondents (30%) and "None" – 19 respondents (63,33%).

- Fear: "Very much" – 2 respondents (6,67%); "To some extent" – 13 respondents (43,33%) and "None" – 15 respondents (50%).

- Stress: "Very much" – 1 respondent (3,33%); "To some extent" – 16 respondents (53,33%) and "None" – 13 respondents (43,33%).

- Relief: "Very much" – 3 respondents (10%); "To some extent" – 14 respondents (46,67%) and "None" – 13 respondents (43,33%).

- Worry: "Very much" – 2 respondents (6,67%); "To some extent" – 14 respondents (46,67%) and "None" – 14 respondents (46,67%)

- Excitement: "Very much" – 4 respondents (13,33%); "To some extent" – 15 respondents (50%) and "None" – 11 respondents (36,67%).

- Ambivalence: "Very much" – 4 respondents (13,33%); "To some extent" – 19 respondents (63,33%) and "None" – 7 respondents (23,33%)

- Uncertainty: "Very much" – 4 respondents (13,33%); "To some extent" – 16 respondents (53,33%) and "None" – 10 respondents (33,33%).

- Frustration: "Very much" – 6 respondents (20%); "To some extent" – 9 respondents (30%) and "None" – 15 respondents (50%).

- Anger: "Very much" – 1 respondent (3,33%); "To some extent" – 10 respondents (33,33%) and "None" – 19 respondents (63,33%).

According to these results, most of the respondents answered this question by choosing the options "To some extent" and "None". Six respondents (20%) chose "Very much" at specifically frustration, which was the highest response to this option. Ambivalence received the highest reaction (19 respondents/63,33%) "To some extent" while mistrust received the highest rating (21 respondents/70%)) in the "None" category.

Other feelings that respondents identified were:

- "Acceptance".
- "If person can do the job, he is welcome".
- "Overall positive feelings".
- "Positive and accommodating".
- "Intolerance of diversity".
- "Fairness".
- "Company are transparent".
- "Neutral".

The researcher had the distinct impression that the respondents did not have strong feelings regarding this matter and that maybe they did not have to deal with the issue of the employment of disabled people, as yet. Another possibility could be that they were not quite honest with the researcher and wanted to paint a picture of a company that was accommodating and positive towards people with disabilities. The researcher however had the feeling that most companies were neutral, maybe apathetic, towards this issue and that most were not ready to accommodate disabled people, because there was not a plan on the table regarding this matter of the employment of disabled people or that the issue did not surface as yet. Some companies were quite ready for this transformation, but this included large companies that had the financial and infrastructural capacity.

6.2 Policy regarding employment of disabled people.

The researcher asked the question: **"What is the overall policy is regarding the employment of disabled people in your company?"** 46,67% of respondents did know of the company's policy, while 50% did not know anything regarding a policy in employing disabled people. One respondent (3,33%) told the researcher that all policies were the responsibility of the head office.

The researcher asked the follow-up open question: **"Do you have plans/programs to facilitate the organisation in the process of employing disabled people? If yes, describe the plan/programs of your organisation. If no, state the reasons"**. According to the respondents' reactions to this question, the researcher can compile the following summary.

Most head offices had policies and plans regarding the employment of disabled people according to the regulations of the Employment Equity Act, 1998 (Act No. 55 of 1998). They could not however fire existing staff and were not certain how to accommodate and employ disabled individuals. One respondent replied that they were looking for disabled people to employ, but received no Curriculum Vitae's from disabled people and were not certain how to recruit them. Some respondents replied that there was not any time yet to train disabled people, while there were others that have departments that deal with this issue and learnership programs. Another respondent replied that they were accommodating, but uncertain and would deal with this issue later.

It is quite possible that there are policies and plans in place at most head offices, which are however not being communicated to the managers of the shops and they are uncertain as to how a disabled person should be accommodated.

6.3   Barriers: disabled people

The question regarding barriers that prevent the employment of disabled people were as follows: **"To what extent does the following barriers hinder the integration process of disabled people in your organisation?"** This question was applicable to barriers regarding the disabled person. The researcher identified the following barriers and the respondents had the options: "Definitely a barrier", "Sometimes a barrier" and "Not a barrier". The following data represent the respondents' reactions to this question as displayed in Table 12.

Table 12: Barriers: disabled people

TYPE OF BARRIER	DEFINITELY A BARRIER	SOMETIMES A BARRIER	NOT A BARRIER
Inability to cope with workload	8 (26,67%)	16 (53,33%)	6 (20%)
Lack of productivity	9 (30%)	12 (40%)	9 (30%)
Inability to adapt in your organisation	9 (30%)	9 (30%)	12 (40%)
Physical/mobility factors	18 (60%)	9 (30%)	3 (10%)
Differences between disabled employee and other employees	1 (3,33%)	13 (43,33%)	16 (53,33%)
Dependence of disabled person	6 (20%)	17 (56,67%)	7 (23,33%)
Special needs of disabled person	5 (16,67%)	21 (70%)	4 (13,33%)

According to Table 12, the barrier that hinders mostly the employment of disabled people (that 60% of the respondents identified) was physical and mobility factors. Types of barriers that are mostly "Sometimes barriers" include Inability to cope with workload (53,33%), dependence of a disabled person (56,67%) and the special needs of the disabled person (70%). Differences between disabled employee and other employees, received the highest reaction to "Not a barrier" (53,33%). The following Figure 17 is a graphical portrayal of these data:
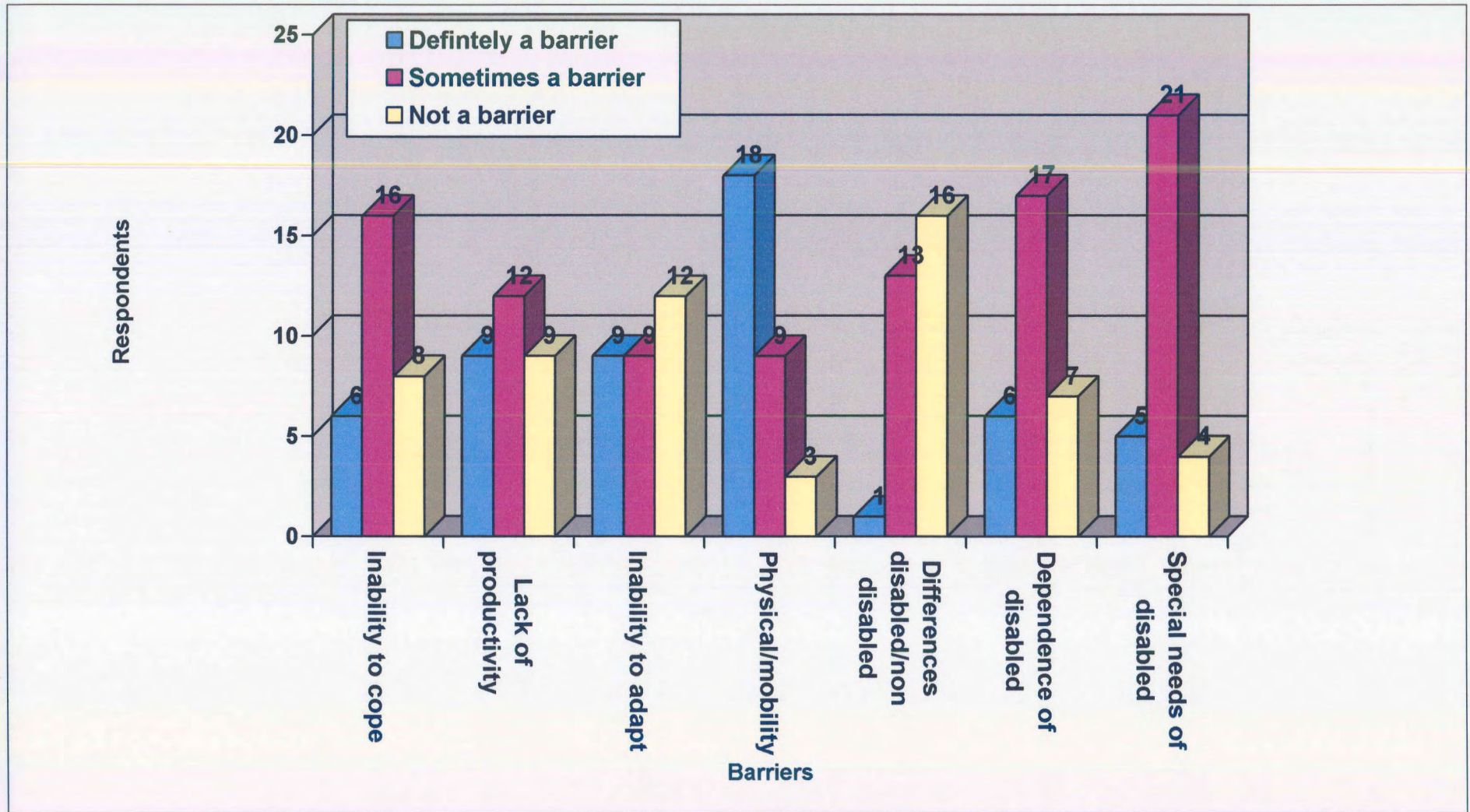
Figure 17: Barriers: disabled people

It is quite clear that physical/mobility factors create definite barriers in companies and that the special needs of a disabled person sometimes create barriers. Respondents however told the researcher that the barriers depended on the type and degree of disability and the disabled person that was employed. Sometimes a certain barrier hindered the employment of a certain disabled person with a certain type and degree of disability, while with another disabled person the barrier did not exists. The employment of disabled people and the barriers that hinder the employment of a disabled person, are unique and individual.

6.4   Barriers: employer/co-workers

Apart from barriers that can be created by the disability of disabled employees, other barriers regarding the employers/co-workers have been identified. The question was the same as the previous question regarding barriers, but the focus was placed on barriers that could be created by the employer/co-workers. The findings are displayed in Table 13

Table 13: Barriers: employer/co-worker

TYPE OF BARRIER	DEFINITELY A BARRIER	SOMETIMES A BARRIER	NOT A BARRIER
Stigma	5 (16,67%)	10 (33,33%)	15 (50%)
General knowledge of disability	6 (20%)	17 (56,67%)	7 (23,33%)
Negative attitudes towards disability	4 (13,33%)	12 (40%)	14 (46,67%)
Ignorance	11 (36,67%)	11 (36,67%)	8 (26,67%)
Fear of disabled people	5 (16,67%)	8 (26,67%)	17 (56,67%)
Prejudice	7 (23,33%)	11 (36,67%)	12 (40%)
Cultural barriers	4 (13,33%)	11 (36,67%)	15 (50%)

According to Table 13, 36,67% of the respondents thought that ignorance was "Definitely a barrier", and "Sometimes a barrier"; 56,67% respondents thought that general knowledge of disability was "Sometimes a barrier" and stigma (50%), cultural barriers (50%) and fear of disabled people (56,67%) and negative attitudes toward disability (46,67%) were predominantly seen as "Not barriers". According to the data from Table 13, Figure 18 has been generated.
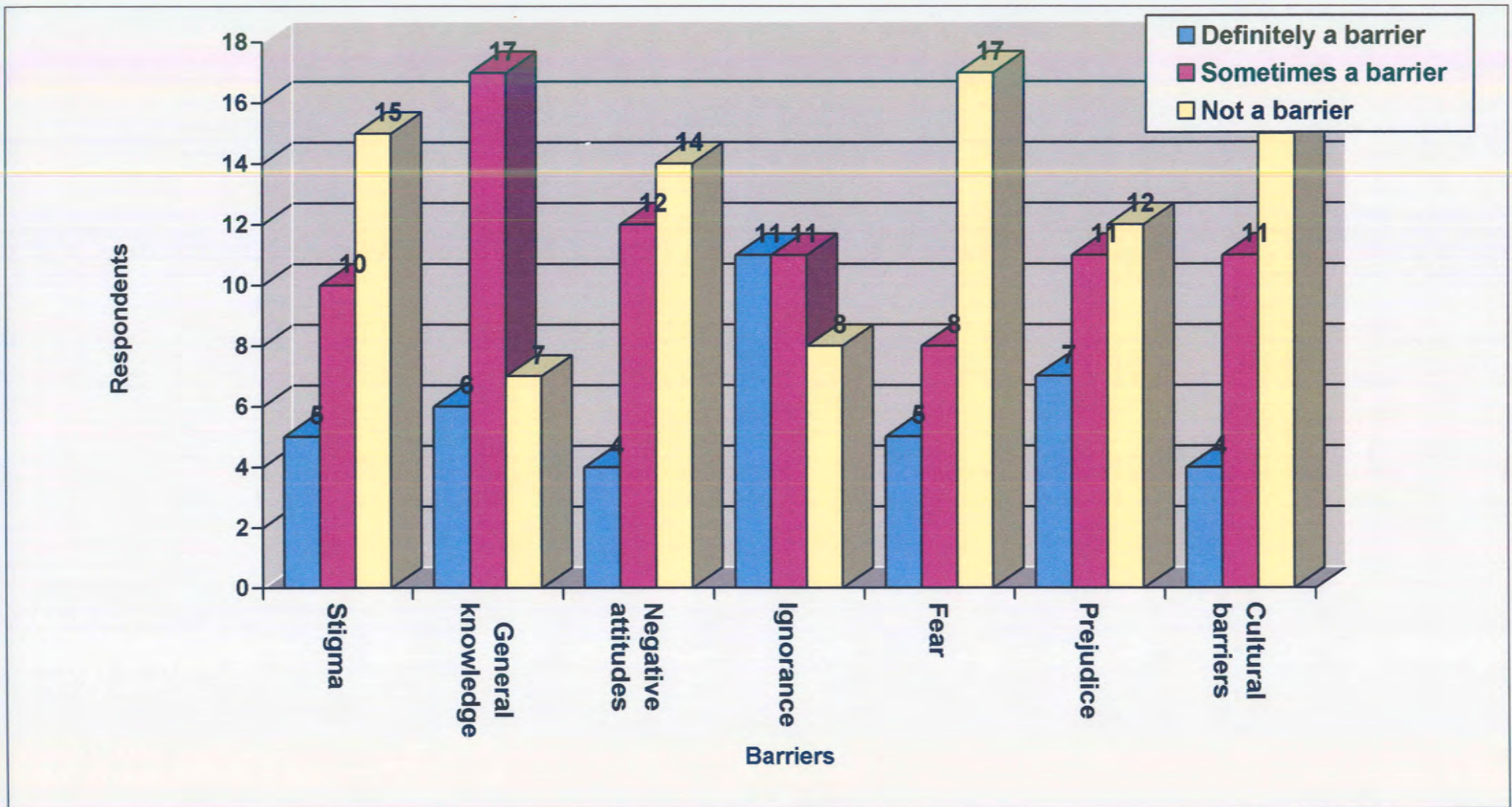
Figure 18: Barriers: employer/co-worker

According to Figure 18,"Ignorance" had a rather high prevalence as being a barrier (36,67%), while "knowledge of disability" was mostly marked as sometimes being a barrier (56,67%). "Fear" (56,67%), "stigma" (50%), "cultural barriers" (50%), fear of disabled people (56,67%) and "negative attitudes toward disability" (46,67%) had the highest scores as "not barriers".

Stigma was not such a huge barrier as was initially thought by the researcher and a respondent reacted to this by stating that most co-workers were black people who had a strong feeling of community participation and protectiveness towards other previously disadvantaged groups. Another respondent also identified stereotyping as another barrier. These findings correlated with the fact that employer/co-workers did not deal with this issue of employing disabled people yet and had quite a neutral attitude toward the employment of disabled people. It was clear however that the respondents did not view the employment of disabled people in a negative light, they were just uncertain or did not have to deal with the issue as yet.

6.5   Knowledge of Skills Development Act.

The researcher asked the respondents the following question: **"Do you have knowledge of the Skills Development Act?** 18 (60%) of the respondents did have knowledge of the Skills Development Act, while 12 (40%) did not have knowledge of the Skills Development Act. The researcher asked a follow-up open question: **"What strategies, according to the Regulations of the Skills Development Act are in place to facilitate and support your organisation?** Strategies that are in place are mostly in large companies and include:

- learnerships,
- training facilities at head office,
- employment equity forum,
- skills programs,
- workplace skills plan,
- skills development departments; and

- training academies.

6.6 Important factors that should be addressed when creating a training program.

The following question was utilised to investigate the factors that should be addressed in a training program for employers: "If a sensitisation course is developed to facilitate your organisation in the integration process of disabled people, what are the important factors that should be addressed?" The researcher gave the respondents elements that were identified in the literature study which they could rate as "Very important", "Important", "Can be excluded" or "Not applicable". The data represent the respondents' reactions to these different examples as displayed in
Table 14:

Table 14: Important factors that should be included in a training program

	Very Important	Important	Can be excluded	Not applicable
Knowledge of disability	23 (76,67%)	5 (16,67%)	-	2 (6,67%)
Facilitation of supervisors dealing with a disabled person	22 (73,33%)	5 (16,67%)	1 (3,33%)	2 (6,67%)
Facilitation of co-workers in dealing with a disabled person	21 (70%)	6 (20%)	2 (6,67%)	1 (3,33%)
Handling of conflict situations	23 (76,67%)	4 (13,33%)	1 (3,33%)	2 (6,67%)
Strengths/limitations of disabled people	19 (63,33%)	10 (33,33%)	-	1 (3,33%)
Legislation	12 (40%)	13 (43,33%)	4 (13,33%)	1 (3,33%)
Reasonable accommodation	14 (46,67%)	14 (46,67%)	-	2 (6,67%)
Termination of employment	11 (36,67%)	8 (26,67%)	5 (16,67%)	6 (20%)
Benefits for disabled workers	15 (50%)	9 (30%)	2 (6,67%)	4 (13,33%)
Empowerment issues	13 (43,33%)	13 (43,33%)	-	4 (13,33%)
Social responsibilities	13 (43,33%)	10 (33,33%)	2 (6,67%)	5 (16,67%)
Advantages of employment of disabled people	18 (60%)	8 (26,67%)	1 (3,33%)	3 (10%)

According to

Table 14, most of the examples given by the researcher were "Very important" to the respondents, especially knowledge of disability (76,67%) and the handling of conflict situations (76,67%). Other important elements included facilitation of supervisors dealing with a disabled person (73,33%), facilitation of co-workers in dealing with a disabled person (70%), strengths and limitations of disabled people (63,33%), advantages of employment of disabled people (60%). Other important elements that were identified were benefits for disabled workers (50%), reasonable accommodation (46,67%), empowerment issues (43,33%) and social responsibilities (43,33%). Legislation (40%) and termination of employment (36,67%) were factors that were important, but not to all respondents from especially the human resource departments. Other elements that respondents had identified include:

- A raising of awareness of what disabled people could mean to society.
- Communication channels between employee and employer.
- Training of the parents.
- Basic accessibility.
- Awareness of differently abled individuals.
- Disabled people are normal and equal.
- Efficiency of disabled person.
- On-the-job training

6.7 Future participation.

23 (76,67%) of the respondents were positive in future participation when a program is facilitated and tested, while 7 (23,33%) of the respondents did not want to participate in the future.

6.8 Summary.

In Section D the respondents' feelings and attitudes regarding the employment of disabled people were explored. Not many of the respondents had strong feelings or negative attitudes and most were quite positive in the employment of

disabled people. The researcher however sensed neutralness and maybe a touch of apathy towards the employment of disabled people as if they were positive about the employment of disabled people, but not in their own shops or companies. Some respondents did however display excitement and a positive attitude towards the employment of disabled people and were geared in employing disabled people into their own companies. Most companies did have a policy regarding the integration of disabled people into the labour market but in some cases, these policies were not communicated to the managers working in shops.

The barriers that had been identified regarding disabled people depended mostly on the type and degree of the disability and of the disabled person's attitude in the workplace. Barriers regarding the employer/co-worker were mostly ignorance (36,67%) and knowledge of disability (17 respondents, 56,67% responded: "Sometimes a barrier"). This correlated with the neutral and the feelings of apathy the researcher detected.

Most of respondents (60%) did have knowledge regarding the Skills Development Act and programs regarding training and learnerships that were in place. Factors that should be included in a training program for employers were identified and the respondents responded to most of the elements mentioned in the schedule as very important. These elements will be described as guidelines for a training program for employers to integrate disabled people into the open labour market in Chapter 7.

The information that was gathered by the researcher was displayed in a quantitative and qualitative manner, by graphical portrayals and descriptions. The researcher also gathered other information through observations during the structured interviews that could not be described quantitatively, but qualitatively. In the following section, the researcher will describe the qualitative impressions as received from observations during the structured interviews with the respondents.

7 QUALITATIVE DATA AND RESEARCHER'S IMPRESSIONS OF RESPONDENTS AND COMPANIES

During this research study, the researcher received quantitative information from the structure interview schedule, but also qualitative information based on observation during the structured interviews with the respondents. By using field notes the researcher recorded her impressions of each company after the interview and it includes the following:

- Most companies were positive regarding the employment and integration of disabled people, but it was important to them that they should be capable for the job.

- Equality was important and all people should be viewed as equal when applying for a job and they should be hired for their capability and not their disability.

- There was not a training program to facilitate the employer/manager/co-worker to accommodate disabled people into the labour market.

- Some companies were really geared up for disabled employment and have specialised training facilities to facilitate the process of integration. These included mostly large companies with many work sectors, buildings and job opportunities.

- Work pressure and focus on productivity hindered the job placement of disabled people and in jobs where the focus is on beauty and style, disabled people would not be able to work with the public.

- One of the respondents, an owner of small franchise, had a soft spot for intellectually impaired individuals and had three in his service. He had family members who were intellectually impaired and had a different outlook on disabled people. They were not as productive as non-disabled employees, but he saw it as his contribution to the community. This proved to the researcher that smaller companies/shops did have job opportunities for disabled people, but it depended on the attitude and previous experience regarding disability of the manager/owner.

- Some managers in this study were very young and not aware that disabled people should be integrated into the labour market. They however felt very positive, but uncertain if their shops could accommodate disabled people. They added that their head offices might be able to employ them, because of greater job opportunities.

- Accessibility was quite a problem, in most cases, and most shops were not equipped to accommodate employees in wheelchairs.

- Policies of Employment Equity and the employment of disabled people were not being communicated to the managers and they were not aware that they should employ disabled people in their shops.

- Some respondents had positive experiences regarding the employment of disabled people and mentioned that they were productive and wanted to prove themselves. They were thus positive in employing disabled people, but were uncertain if and how employment in small franchises would realise.

- Some companies were positive, but were not geared to the employment of disabled people.

- Little formal plans were available regarding the employment of disabled people and in most cases it was a new issue that did not receive as much attention as other issues.

- Some managers were honest in that they indicated that they would like disabled people to be employed, but not in their shops, because they would not be able to accommodate them.

- Little knowledge existed regarding disabled people and the employment of disabled people.

- In some companies, plans and strategies were in place but not yet integrated, and in some cases negative attitudes inside the company had to be dealt with.

- Companies knew that they had to employ disabled people, but were not sure how it should be done.

- Other companies did not know where to find disabled people to apply for jobs in their organisation.

- A number of respondents were concerned about the safety of the disabled person in the shop and stated that the work pressure in the shop was very high.

- Some respondents did not want the extra responsibility of looking after a disabled person and stated that they were busy enough as it is.

- Respondents however also said that they would employ disabled people if they believed that he/she is the best person for the job.

- Another respondent stated that companies were passive regarding the employment of disabled people. They knew it should be done, but they were waiting for other shops to take initiative and employ disabled people. Apathy toward disability was thus a strong possibility.

- Strong feelings existed regarding community integration, but there was uncertainty if a disabled person would be able to cope with the work.

- Another respondent implied that it was hard work to employ disabled people.

The researcher concluded that most people were positive regarding disabled people and felt that they should be integrated into the labour market. There were an uncertainty however among most respondents as to how to accommodate disabled people into their own shops and stated that they did not think that disabled people could cope with the job pressure and pace of their shops. Economic productivity and profitability were important considerations and some respondents felt by the employment of disabled employees, they would not be able to meet their objectives and deadlines. They have heard about the regulations of the Employment Equity Act, 1998 (Act No. 55 of 1998) and most plans and programs were in place at head office. These plans and policies however were not communicated to these managers and some were not aware that they should employ disabled people. A strong feeling of neutralness and apathy was noted and it became clear that most of the respondents did not think about employing disabled people yet, as if it was not important enough. Large companies were geared for this transition and had already many disabled employees in their employment. It was easier for them in larger companies to employ disabled people, because there were more job

opportunities and different sectors where they could employ a vast range of disabled people. Smaller companies had lesser job opportunities, which made it more difficult to employ disabled people. The employment of disabled people in smaller companies and shops were dependent on the goodwill of the manager/owner and his/her previous experience of disabled people.

The type and degree of disability were also important factors to be taken into consideration when considering a disabled person for a position. It also became clear to the researcher that there were not plans or strategies in place to facilitate the employer/manager to accommodate disabled people in the company. There was a definite need of employers to be facilitated regarding especially knowledge of disability, because most of them admitted that they did not know anything about disabled people. The facilitation process should also be continuous and preferably, a mediator or job coach should be involved when a disabled person is employed in a company.

8   CONCLUSION

In this chapter, the data that was gathered with a structured interview schedule from 30 respondents were discussed and graphically displayed. It included quantitative as well as qualitative information. The quantitative information was graphically displayed according to the findings of the study, while the researcher's impression of the respondents was discussed during and at the end of this chapter.

This chapter was comprised of four sections that included the biographical information of the respondents, the company, disability and reasonable accommodation and integration of disabled people into the labour market. The gender, age, race, language, management level and type of manager, were the information that was included in Section A – Biographical information of the respondents. In Section B – The Company, information regarding the type of production/services rendered in company, the feasibility of the employment of disabled people and if any disabled people were employed in the company was included. Section C – Disability and reasonable accommodation focused on the

overall possibility of employment of different types of disabled people that included visual-, hearing-, intellectual- and physical impairment and reasonable accommodation methods. In Section D — Integration of disabled people, feelings and attitudes regarding the employment of disabled people, policies in companies, barriers, skills development strategies and important factors that should be included in a training program were investigated. This chapter concluded with qualitative data, based on the researcher's observations during interviews as well as conclusions that could be made from the overall impressions of the 30 respondents' reactions.

The researcher came to the conclusion that employers/managers were positive about disabled people and their integration into the labour market, but they were uncertain as to how to accommodate disabled people into their own companies or shops. Most managers did not yet think about the implications of hiring disabled people and did not have any or little knowledge of disabled people. There might be plans and policies in place in most companies' head offices, but the information was not communicated to managers in small franchises and shops. In small franchises and shops, disabled people would be employed if the manager/employer had knowledge and a positive experience of disabled people. Larger companies however were geared to employ disabled people.

In the following and final chapter, conclusions and recommendations of this study will be stated. The researcher will conclude by proposing guidelines for a training program for employers/managers to integrate disabled people into the labour market.

CHAPTER 7

CONCLUSIONS, RECOMMENDATIONS AND GUIDELINES FOR A TRAINING PROGRAM FOR EMPLOYERS TO INTEGRATE DISABLED PEOPLE INTO THE LABOUR MARKET

1 INTRODUCTION

Disabled people are an important part of our society. In this study, it became clear to the researcher that disabled people were in most cases excluded from society and major activities in society that include employment in the open labour market. Only 1% of disabled people in South Africa are working in the open labour market. Some receive grants that are their only form of income, while the rest do not even receive grants from the state (White Paper on Integrated National Disability Strategy, 1997: 2-3). However it is an objective of the South African government to achieve equity in the workplace and according to the Employment Equity Act, 1998 (Act No. 55 of 1998) this will be achieved by:

(a) Promoting equal opportunity and fair treatment in employment through the elimination of unfair discrimination;

(b) Implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupational categories and levels in the workforce.

This is a positive step in the direction of equality for all groups, including disabled people in our society, but new challenges emerge from this objective to achieve equity in the workplace. These challenges include:

- Employers should not discriminate against any person, in this case the disabled person, and should employ and reasonably accommodate the needs of people with disabilities.

- The employment of disabled people causes a dilemma for many employers, because of stigma and misconceptions about disability and lack of knowledge and skills to accommodate disabled people in the workplace.

- There is currently no training program or guidelines for a training program, developed through a research process, available to assist employers in the process of integrating disabled people into the open labour market.

To address these challenges the researcher has formulated the following goal for this research study: **To develop guidelines for a training program for employers to integrate disabled people into the open labour market.**

To accomplish this goal the following objectives have been formulated:

- **To develop a theoretical framework, by means of undertaking a literature study about the theoretical models regarding disability, the phenomenon of disability, the employer as a manager, the open labour market and strategies to integrate disabled people into the labour market by studying relevant programs and research done in South Africa and internationally, regarding the integration of disabled people into the open labour market.**

- **To empirically explore the current South African situation regarding the employment of disabled people in the open labour market focusing on the following:**
  - ➤ **perceptions, attitudes and needs of employers,**
  - ➤ **employment possibilities and reasonable accommodation methods for disabled people,**
  - ➤ **employment policies in companies,**
  - ➤ **barriers that prevent employment of disabled people,**
  - ➤ **possible elements to include in a training program for employers.**

- **To formulate guidelines for a training program for employers to integrate disabled people into the open labour market.**

In order to develop guidelines for a training program to integrate disabled people into the open labour market, the following <u>research questions</u> were formulated:

- **What are the employment possibilities for different types of disabled people in the open labour market?**
- **What are the perceptions, attitudes and needs of employers regarding the employment of disabled people into the labour market?**
- **What are the barriers that prevent the employment of disabled people into the open labour market?**
- **What are the possible elements that should be included in a training program for employers?**

The researcher has gained knowledge and understanding during this investigation regarding these challenges, goal, objectives and research questions mentioned and achieved this by the following methods:

- A general introduction to this study was described by providing the motivation for this study, research methodology, collection and analysis of data.
- A theoretical framework for this study was established by undertaking a literature study regarding four theoretical models of disability, disability as a social phenomenon, employers and the open labour market and strategies to integrate disabled people into the labour market.
- The empirical research findings according to structured interviews with 30 respondents. These findings are:
  - ➢ Quantitative findings based on specific questions in the structured interview schedule regarding perceptions, attitudes and needs of employers, employment possibilities and reasonable

accommodation methods for disabled people, employment policies, barriers that prevent the employment of disabled people and possible elements to include in a training program for employers.

➢ Qualitative findings based on the open questions asked in the structured interview schedule and the observations of the researcher regarding the 30 respondents.

In this chapter, a general summary, conclusions and recommendations of this study will be stated according to these formerly mentioned methods and the researcher will also describe guidelines for a training program for employers to integrate disabled people into the labour market. This chapter will conclude this research study.

2   GENERAL INTRODUCTION TO THE STUDY

2.1   Summary

Chapter 1 aimed to establish a clear framework for the research study and how it was conducted. This was achieved by stating the motivation of the study, the problem formulation and the goal and objectives of this study. Research questions were identified and formulated and a description of the research approach, the research design and the research strategy and procedure followed. A description of the population of the research study was given and the limitations of this study, ethical issues and relevant concepts were described. This chapter concluded with a short overview of all the consecutive chapters in this research study.

2.2   Conclusions

• Only 1% of disabled people are working in the open labour market. Some receive grants that are their only form of income, while the rest do not even receive grants from the state (White Paper on Integrated National Disability Strategy, 1997: 2-3).

- The South African government's aim is to integrate people with disabilities into the community as well as the open labour market and to narrow the unemployment gap between non-disabled and disabled job-seekers (White Paper on Integrated National Disability Strategy, 1997: 42).

- Employers must not discriminate against any person, in this case the disabled person, and should employ and reasonably accommodate the needs of people with disabilities. This causes a dilemma for many employers, because of stigma and misconceptions about disability and the lack of knowledge and skills to accommodate disabled people in the workplace.

- There is no training program or guidelines for a training program, developed through a research process, available to assist employers in this process of integrating disabled people into the open labour market.

- Little research has formally been done regarding the attitudes, perceptions and needs of employers to integrate disabled people into the labour market and the subject of this study is relatively new. The researcher has therefore conducted an exploratory research study to explore employment possibilities for disabled people, the attitudes, perceptions and needs of employers and barriers that prevent the employment of disabled people and to describe guidelines for a training program for employers to integrate disabled people into the labour market.

- A major limitation of this study was the researcher's lack of knowledge regarding the different structures of different companies and the way in which companies differ regarding their management structure, size, number of employees and size of franchises.

- Through this research study, the knowledge base for social work was extended and guidelines for a training program for employers were identified for the purpose of the development of a training program to render the necessary training and support for employers.

2.3 Recommendations

- This study was explorative and more research should be done to gather information regarding the employment possibilities for disabled people, their potential and the needs of disabled people regarding employment in the open labour market, the functioning and needs of different companies and practical examples of job placements of disabled people in the labour market.

- An in-depth study regarding the different structures and management structures of companies should be conducted, before further studies regarding the needs of employers, current policies in companies and employment possibilities for disabled people are conducted.

- In accordance with the guidelines for a training program for employers to integrate disabled people into the labour market that was developed in this study, the training program should be developed, empirically tested, evaluated and disseminated.

3 LITERATURE STUDY

3.1 Theoretical framework for the study

3.1.1 Summary

Theoretical models are important components in any research study, because it provides the theoretical framework from which the researcher views the phenomenon that he/she is studying. Chapter 2 of this study focused on four different models that people use to describe and understand disability. Four models were identified by the researcher and include the positivistic/medical model, systems theory model, ecology systems model and social model. In this chapter, these four models were explored according to different literature sources and a framework was established from which the researcher could conduct this research study.

3.1.2 Conclusions

- People tend to explain phenomena by theorising and the practical application of these theories lead to the development of theoretical models. Theoretical models are essential to the analysis of such complex situations. They set the stage for testing hypotheses about relationships between important concepts.

- Four relevant theoretical models that explain disability were identified by the researcher and were described according to the relevant literature. These models include the positivistic/medical model, the systems theory model, the ecological systems model and the social model.

- The medical model explained disability as a medical problem that should be medically treated. It is a linear approach of cause and effect, but cannot successfully describe disability as a whole and had the result of disabled people being excluded from society.

- The systems theory model successfully discovered that disabled people function within a system and that a system consists of different elements and components. Every component has an effect on the other, and every system is in a dynamic process of change and influence.

- The ecological system model explores the functionality of every system being a part of a larger system that is called the ecological system. The environment in which the disabled person functions includes schools, churches, parks, cities, and buildings, but also includes family, culture, legislation and the historical background of disability. The disabled person is thus a part of a bigger picture in which he/she has to function.

- The social model described the way in which exclusion of disabled people is caused by society and the way they view disabled people. The medical model labelled the disabled person as being "abnormal" and "incurable", while the social model places the responsibility on society's shoulders to accept disabled people for who they are and to place the focus on ability rather than disability.

- The researcher utilised a combination of the systems theory model, ecology systems model and the social model in this study by viewing disabled people as part of a <u>social system within a larger environment</u>.

3.1.3 Recommendations

- Disability can be viewed according to different models, but it is recommended that the model that is chosen should view the disabled person as someone with abilities, potential and the right to make his/her own decisions.

- Society should take full responsibility to include disabled people into all major activities and disabled people and their advocates should be actively involved in motivating and facilitating society in this process.

3.2 Disability as a social phenomenon

3.2.1 Summary

Disability as a social phenomenon is an integral part of this study and it was important to identify the living-space, world and needs of disabled people. Chapter 3 focused on the concepts of disability and impairment and the way in which disabled people are viewed by the so-called "normal" society. Definitions, concepts and the historical background of disability and impairment were comprehensively described and the extent of disability was explored and attention was given to the different types of impairment including visual, hearing, intellectual and physical impairment. The problems disabled people face as well as stigma and stigmatisation was discussed and this chapter concluded with the effects of stigmatisation and the confrontation of stigma.

3.2.2 Conclusions

- According to the literature that was studied regarding the definitions of the concept of disability, the researcher can define disability as:" a physical or mental condition that limits the person's abilities to function

socially and physically and has the effect of him/her being excluded from activities in society and in society as a whole".

• The historical background of disability showed that disabled people were in most cases excluded from society and major activities in society.

• According to Statistics South Africa (Census, 1996) 5% of the South African population is disabled. 42% of the disabled community has a visual impairment, 21% has a physical impairment, 14% has a hearing impairment and 7% has an intellectual impairment.

• The researcher identified four types of disability for the purpose of this study and it include visual, hearing, intellectual and physical (specifically spinal cord injury) impairment. There are however many different categories and types of disability that it would be impossible to explore each of them.

• Disabled people have to face many problems and the researcher included social, economic and employment, physical/mobility and emotional problems. The researcher also realised that these problems are sometimes more caused by society than the disability.

• Stigma was also explored in the literature study and feelings of ambivalence as a prominent feeling that is experienced by non-disabled people, were identified by different authors (Goffman, 1963 and Katz, 1981).

• Stigmatisation was named as a major cause of unemployment, institutionalism and exclusion from society of disabled people, but can be confronted if disabled people are empowered.

3.2.3 Recommendations

• There are many types and categories of disability and it was impossible to explore each type of disability. It is hereby recommended that further studies regarding disability be conducted with specific focus to the other types of disability that could not be discussed in this research study.

• It is important to communicate the needs and problems of disabled people to society as well as leaders in communities, to make everyone

more aware of disabled people and to acknowledge and respect them. This could also be a way to deal with stigmatisation and exclusion that occur especially regarding accessibility into all buildings.

3.3 Employers and the open labour market

3.3.1 Summary

The aim of this research study was to develop guidelines for a training program for employers to integrate disabled people into the labour market. The concepts of labour market and employer are therefore important concepts that should be explored in this study to establish a framework of the way employers and the labour market function in order to develop guidelines for a training program. In Chapter 4, the concepts of employer, manager, employee and human resource manager were defined and the management functions, management levels, skills and roles of the employer/manager were thoroughly discussed. Myths and false assumptions of employers against disabled people were identified according to research studies and the labour market with relevant concepts and theories of the labour market, with specific focus on the South African labour market, was explored. This chapter concluded with a section regarding the ethics of employment and social responsibility.

3.3.2 Conclusions

- The researcher has investigated concepts like employer and manager and for the purpose of this study, both concepts are used as synonyms, because both concepts were used to described people in leading positions in companies. The term human resource professional was also described, because in the empirical study, some of the respondents were from the human resource department of companies.

- It became clear to the researcher that managers have many functions in businesses and that they have to deal with a great deal of work pressure.

- Myths and false assumptions toward disabled people in the labour market have been identified by authors (Spiegel & Podair, 1981;) and

research has been done regarding the attitudes of employers toward disabled people (Spiegel & Podair, 1981, Gilbride, 2000 and Unger, 2000). These findings include:

> The general knowledge of employers about disability is very limited

> Disabled people are seen as different from normal and with reference to general stereotypes.

> Ambivalence as emotional reaction is experienced by employers.

> The type and severity of the disability may affect the extent to which persons with disabilities are included.

> Employers believed that it is easier to employ persons with physical disabilities than an intellectually impaired person.

> The employer's perception might be a result of a general negative attitude toward people with disabilities, or lack of experience.

> Employers who have hired disabled people are receptive to continuing to hire disabled persons.

- An employer (Spiegel & Podair, 1981: 269-270) stated that barriers regarding employment of disabled people include misunderstanding and lack of knowledge, lag between recognition of a problem and its solution and a fair amount of apathy and disinterest.

- The open labour market is a sensitive and complicated entity. It consists of the different workers that are willing to work for compensation, the type of job that they are able to do and the business/employer/company's demand for a certain service.

- South Africa faces many challenges and unemployment is probably the biggest challenge. Measures to integrate previously disadvantaged groups into the labour market have been initiated, but the low rate of economic growth and the population growth are barriers to these measures.

- Social responsibility was first viewed as just an economic responsibility. It became apparent however that businesses became more aware of the society and environment of which they form a part and the importance of their active involvement in this society. Businesses are also complied to

conduct their activities in a manner that is ethically suitable in the whole society and environment.

3.3.3 *Recommendations*

- There are many misconceptions and lack of knowledge regarding disabled people in the labour market and employers are not comfortable to employ disabled people in their companies. These problems should be addressed in a training program and employers should be facilitated to have a better understanding regarding disability and the advantages of the employment of disabled people. Sensitisation courses and programs should realise in companies as well to prepare employers for the integration of disabled people.

- Disabled people should be adequately trained and supported when placed in the open labour market and should be facilitated to function as productive members in a workforce.

- Managers and employers are faced with many challenges and are under pressure to perform in order to be economically productive and progressive and they should be supported in the integration of disabled people into their companies.

- It is further recommended that mediators or job-coaches should be utilised when employing disabled people to deal with the training of the disabled person and to address any further problems and needs of the disabled person as well as the employer.

3.4 Strategies to integrate disabled people into the labour market

3.4.1 *Summary*

Chapter 5 described the strategies that have been identified to integrate disabled people into society. The conceptualisation of different concepts that include normalisation, rehabilitation, habilitation and integration realised and focus was placed on the rights and responsibilities of disabled people, independence and empowerment of disabled people to be employed in the

open labour market. The legislation for disability internationally and nationally, the Employment Equity Act, 1998 (Act No. 55 of 1998) with the Code of Good Conduct with special focus on affirmative action and reasonable accommodation, and the Skills Development Strategy were also explored. Other integration strategies that include national strategies, supported employment and two models of supported employment, and the utilisation of technology were also included in this chapter.

3.4.2 Conclusions

- Many definitions and concepts that include normalisation, rehabilitation, habilitation and integration describe the way disabled people can become part of society. Some of these concepts however have to be redefined so that employers/managers have full understanding of their meanings. These definitions as well as the rights of disabled people, independence of disabled people and empowerment and employment of disabled people should be included in a training program.

- Independence for disabled people does not mean that disabled people want to function in a vacuum without help, but it is the prerogative of a person to make his/her own decisions and choices in life. These decisions included career and employment possibilities.

- Legislation is an important factor to promote the integration of disabled people into the labour market and legislation has been introduced in South Africa to assist in the integration process.

- The training of the disabled person as well as the employer/manager are crucial in the integration process and mediators/job coaches play important roles in this regard.

- Reasonable accommodation is a term used to describe the ways in which employers can make certain changes and adaptations in his business/company to employ a disabled person.

- Technology can act as an important facilitator in the integration process of disabled people into the labour market, by enabling disabled people to broaden their horizons regarding different job opportunities.

3.4.3 Recommendations

- Redefining of definitions that include independence, normalisation and rehabilitation should take place in order for disabled people and non-disabled people to better understand these concepts and the needs of disabled people.

- These above mentioned strategies and legislation are very important components and should be included in training programs for employers.

- Employers do not have as much knowledge regarding disabled people and their abilities and the types of positions that disabled people can fill and should be educated and facilitated to develop a better understanding and conciliatoriness regarding the employment of disabled people.

- Employers should be educated regarding reasonable accommodation methods and ways to accommodate disabled people in their companies. Employers should also be aware of their rights when reasonably accommodating disabled people and should also be supported in this process.

- Disabled people and employers should be educated regarding types of technologies that can be utilised to facilitate the integration process of disabled people into the open labour market.

4   EMPIRICAL RESEARCH FINDINGS

4.1   Summary

In Chapter 6, the results of the empirical study were displayed according to both the quantitative and the qualitative findings of the structured interview with a schedule with 30 respondents chosen from a purposive sampling method. Four sections in the structured interview schedule included the biographical information, the company, disability and reasonable accommodation and the integration of disabled people into the labour market. These four sections were thoroughly discussed and graphically displayed in this chapter. The researcher

concluded the chapter with the qualitative findings that consisted of the researcher's overall experiences and observations of the 30 respondents that took part in this study.

4.2 Quantitative findings

4.2.1 Conclusions

- 50% of the respondents stated that disabled people should receive equal consideration in the labour market, 3,33% (1 respondent) stated no, disabled people should not receive equal consideration, while 46,66% answered that disabled people should receive equal consideration, but have fear, questions and uncertainty regarding this matter.

- According to the respondents there were no disabled people employed in 63% of the companies that took part in this study.

- Job possibilities for the four types of disabilities in the 30 companies that took part were as following:

  - ➢ 13,33% stated that job possibilities for visually impaired people were "Good", while 16,67% stated that it would be "Reasonable" and 70%, "Poor".

  - ➢ 13,33% stated that the possibility for the employment of hearing-impaired people was "Good", 33,33% responded that employment possibilities were "Poor" and 53,33% stated that employment possibilities for hearing-impaired individuals were "Reasonable".

  - ➢ 53,33% stated that employment possibilities for intellectually impaired people are "Reasonable", 33,33% stated that it was "Poor" and 6,67% declared that it was "Good".

  - ➢ 20% stated that the employment possibilities for physically impaired individuals were "Good", 40% "Reasonable" and 40%, Poor".

- According to these findings job placement for physically impaired individuals will be "Good" (40%). Compared to the other types of disabilities (visually impaired: "Good" – 12%, hearing-impaired: "Good" –

30% and intellectually impaired: "Good" – 3%), companies are more willing to employ physically impaired individuals.

- 42% of the disabled population has a visual impairment. According to the results of the empirical study, 82% of the respondents stated that job opportunities for visually impaired individuals were poor. This can create a problem for employment opportunities for visually impaired individuals.

- Respondents did not have strong feelings regarding the examples of feelings and attitudes that the researcher included. 20% for example responded to "Very much" at frustration, which was the highest response to this option. Ambivalence received the highest reaction (63,33%) to the option "To some extent" while mistrust received the highest reaction (70%) in the "None" category.

- 46,67% of respondents did know of the company's policy regarding the employment of disabled people, while 50% did not know anything regarding a policy in employing disabled people. One respondent (3,33%) told the researcher that all policies are carried out by the head office.

- Types of barriers regarding the disabled person that prevent the employment of disabled people were identified. Barriers that are "Sometimes barriers" include Inability to cope with workload (53,33%), dependence of a disabled person (56,67%) and the special needs of the disabled person (70%). Differences between a disabled employee and other employees, received the highest reaction to "Not a barrier" (53,33%).

- Types of barriers regarding the employer/co-worker that prevent the employment of disabled people were identified. 36,67% of the respondents thought that Ignorance was "Definitely a barrier", and 36,67% thought that Ignorance was "Sometimes a barrier", 56,67% respondents thought that general knowledge of disability was "Sometimes a barrier" and stigma (50%), cultural barriers (50%) and fear of disabled people (56,67%) and negative attitudes toward disability (46,67%) were predominantly seen as "Not barriers".

- Most of the examples given by the researcher of elements that should be included in a training program for employers were "Very important" to the respondents especially knowledge of disability (76,67%) and the handling of conflict situations (76,67%). Other important elements included facilitation of supervisors dealing with a disabled person (73,33%), facilitation of co-workers in dealing with a disabled person (70%), strengths and limitations of disabled people (63,33%), advantages of employment of disabled people (60%). Other important elements that were identified were benefits for disabled workers (50%), reasonable accommodation (46,67%), empowerment issues (43,33%) and social responsibilities (43,33%). Legislation (40%) and termination of employment (36,67%) are factors that are important, but not to all respondents from especially the human resource departments.

4.2.2   Recommendations

- According to both the literature and empirical study, lack of knowledge regarding disability creates barriers in the integration of disabled people into the labour market and should be addressed in a training program when integrating disabled people into the open labour market.
- According to the literature study and the empirical study managers do have a fair amount of disinterest and apathy regarding the integration of disabled people into the labour market and that should be addressed by sensitisation and training programs.
- Policies regarding the employment of disabled people should be communicated to all managers at all management levels and they should be adequately trained to understand and implement these policies.

4.3 Qualitative findings

4.3.1 Conclusions

- Respondents were positive regarding the employment of disabled people in the labour market, but uncertain how they could accommodate them into their own company.

- Employment of disabled people realised in larger companies with many sectors and job possibilities.

- Employment of disabled people in smaller companies is dependent on the employer/manager's knowledge and previous experience of disabled people.

- The respondents were able to reasonably accommodate disabled individuals, but the manners and methods were dependent on the size and financial position of the company.

- The researcher had the impression that companies did not have strong feelings regarding this matter, because as yet they did not have to deal with this issue. A sense of apathy and neutrality prevails.

- Companies may be passive about the employment of disabled people and the issue has not been dealt with in most companies. This causes the lack of employment of disabled people.

- Managers have many roles to fill and deal with a great amount of work pressure. To hire a disabled person is hard work and the training of a disabled person will take more extra time. Managers are not facilitated to hire and train disabled people in their own company/shop and may not have the time and knowledge to deal with this.

- There are training facilities available at most head offices and some branches of the company, but the training does not specialise in the facilitation of managers to deal with a disabled person.

- There may be policies and plans on the table regarding this matter to integrate disabled people into the labour market, but these policies are not communicated to managers in companies/shops. Some managers were not even aware of the fact that they should employ disabled people.

- Barriers that prevent disabled people to be integrated into the labour market are dependent of the type and degree of disability.

4.3.2 Recommendations

- From these conclusions it became clear to the researcher that there is a great deal of work to be done among employers and managers in the labour market. It is clear that a knowledge base of disability needs to be established and that barriers created by lack of knowledge should be broken down.

- Companies should be facilitated in the process of hiring disabled people and should be trained and supported continuously when a disabled person is employed in their organisation.

- Training of the disabled person, manager/employer as well as co-workers should take place before and after a disabled person is employed and a mediator/facilitator/job-coach should stay involved during this whole process.

- It has been established that there is a definite need for a program for employers to integrate disabled people into the open labour market. It is however also important to facilitate the involvement of the right individuals in organisations to establish their co-operation and the success of this training program.

- The guidelines for a training program have been identified. It is recommended that according to these guidelines a training program be developed, empirically tested, evaluated and disseminated.

A training program for employers to integrate disabled people into the labour market is a necessity. According to these findings, the researcher can propose guidelines for a training program for employers to integrate disabled people into the labour market. These guidelines will be discussed in the following section.

5 GUIDELINES FOR A TRAINING PROGRAM FOR EMPLOYERS TO INTEGRATE DISABLED PEOPLE INTO THE LABOUR MARKET

According to these findings and conclusions, the researcher can propose the following guidelines for a training program for employers to integrate disabled people into the labour market. The following factors should be included in a training program.

- Knowledge of disability that includes the different types of disability.
- Handling of conflict situations between disabled workers and non-disabled workers.
- Facilitation of managers/supervisors/co-workers in dealing with a disabled person.
- Strengths and limitations of disabled workers.
- Legislation and strategies regarding the employment of disabled workers.
- Reasonable accommodation methods that include technology and accessibility when employing a disabled worker.
- Termination of employment of a disabled employer.
- Benefits for disabled workers.
- Concepts that include the empowerment of disabled workers, independence, normalisation and habilitation.
- Social responsibilities of companies.
- Advantages of employment of disabled people.
- Creating awareness of the potential and abilities of disabled people.

This training program should be facilitated at companies that has employed a disabled person or is in the process of employing a disabled person. On-the-job training and facilitation will be necessary as well as continuous support by the facilitator.

6 ACCOMPLISHMENT OF STUDY OBJECTIVES

This research study had the goal: To develop guidelines for a training program for employers to integrate disabled people into the open labour market.

Table 15 focuses on how this goal and the following objectives of this study were achieved:

Table 15: Goal and objectives of study achieved

Nr	Objective	Objective achieved
1	To develop a theoretical framework, by means of undertaking a literature study about the theoretical models regarding disability, the phenomenon of disability, the employer as a manager, the open labour market and strategies to integrate disabled people into the labour market by studying relevant programs and research done in South Africa and internationally, regarding the integration of disabled people into the open labour market.	This aim was achieved by the literature study that was conducted in Chapters 2 – 5
2	To explore the current South African situation regarding the employment of disabled people in the open labour market focusing on the following: • perceptions, attitudes and needs of employers, • employment possibilities and reasonable accommodation methods for disabled people, • employment policies in companies, • barriers that prevent employment of disabled people, • possible elements to include in a training program for employers	This objective was achieved by the empirical research findings and the discussion and graphical portrayal of these results in Chapter 6.
3	To formulate guidelines for a training program for employers to integrated disabled people in the open labour market.	This objective was achieved by the discussion of the guidelines for a training program to integrate disabled people into the open labour market in Chapter 7.

In Chapter 7, the findings of the Literature study and the empirical research findings were utilised and guidelines for a training program for employers to

integrate disabled people into the open labour market were identified and therefore the goal and objectives of this research study were achieved.

Social workers have an important role to play in the process of the integration of disabled people into society and into the open labour market and have the necessary skills to facilitate the disabled person as well as the employer in this process. During this study, guidelines for a training program for employers were identified and the social worker is the ideal person to facilitate the employer with these guidelines and resulting training program. This study has identified a new field of social work that can be further explored and possibilities for new career developments for social workers have been identified. These career opportunities include training consultants, job coaches, facilitators and specialised consultants to deal with the training of disabled people and employers in the open labour market.

7   CONCLUSION

Disabled people are a part of our society and should be included in all major activities society has to offer. These activities include social-, recreational- and economical activities and they should be allowed to fully participate as equal citizens of a society. Independence, that means the freedom to make one's own choices and decisions, are an important objective for disabled people to achieve, especially in decisions regarding employment. They therefore should be respected, facilitated and equipped to realise their full potential in life. Apart from this, society should be informed about the potential, strengths and positive contributions that disabled people can and will make in our society that will result in the annihilation of barriers that prevent disabled people to fully participate in our society.

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Letter of Consent

Organisation:_____ **Date:**_____

Investigator: Leandra Naudé, University of Pretoria.

Informed Consent:

1. **Title of study**: Guidelines for a training program for employers to integrated disabled people into the open labour market: a social work perspective.

2. **Purpose of study**: The purpose of this study is the development of a training program to integrate disabled people into the open labour market.

3. **Procedures**: I will take part in a structured interview with the investigator, Mrs Leandra Naudé. The interview will take approximately half an hour.

4. **Risks and discomforts**: There will be no risks or discomforts.

5. **Benefits**: I understand that there are no medical or financial benefits for me for participating in this study. However the results of the research will be used to develop a training program for employers to help them to understand people with disabilities. This will contribute to employers to meet the deadlines set by the Employment Equity Act, 1998 (Act No. 55 of 1998).

6. **Participant's rights**: I may withdraw from participating in this study at any time.

7. **Confidentiality**: I understand that the results of testing will be kept confidential, unless I ask that they be released. The result for the study may be published in professional journals or presented at professional conferences, but my record or identity will not be revealed unless required by law.

8. If I have any questions or concerns, I can phone Leandra Naudé at 083 451 6222 during office hours.

I understand my rights as a research participant and I voluntary consent to participation in this study. I understand what the study is about and how and why it is being done. I will receive a signed copy of this consent form.

_____   _____
SIGNATURE OF HR REPRESENTIVE   SIGNATURE OF MANAGER

_____
SIGNATURE OF INVESTIGATOR

STRUCTURED INTERVIEW – SCHEDULE

SECTION A: BIOGRAPHICAL INFORMATION

1. Name of company

V1 [ ][ ] 1-2

2. Gender

Male	
Female	

V2 [ ] 3

3. Age

20 – 25	
26 – 30	
31 – 35	
36 – 40	
41 – 45	
46 +	

V3 [ ] 4

4. Race

African/black	
Coloured	
Indian/Asian	
White	

V4 [ ] 5

5. Language

English	
Afrikaans	
Zulu	
Sotho	
Other	

V5 [ ] 6

6. Management level in company

Top management	
Middle management	
Lover level/first line management	
Other	

V6 ▢ 7

7. Type of manager in company

Sales manager	
Personnel manager	
Administration manager	
Shop manager	-
Other	

V7 ▢ 8

SECTION B: THE COMPANY

1. How many employees are employed in your organisation?

Full time	
Part time	
Contract	

V8 ▢ 9
V9 ▢ 10
V10 ▢ 11

2. What type of production/services is rendered in your organisation?

V11 ▢ 12

3. The Employment Equity Act states that disabled people should receive equal consideration in the labour market. Do you think it is feasible? State the reasons for your answer.

V12 ▢ 13

4. Are there any disabled people employed in your organisation?

	YES	NO
Full time		
Part time		
Contract		

V13 ☐ 14
V14 ☐ 15
V15 ☐ 16

5. Are there any disabled people employed in the following sectors of your organisation?

	Full time	Part time	Contract	None
Administration				
Technical department				
Public relations				
Domestic (cleaner, tea lady)				
Other				

V16 ☐☐☐☐ 17-20
V17 ☐☐☐☐ 21-24
V18 ☐☐☐☐ 25-28
V19 ☐☐☐☐ 29-32
V20 ☐☐☐☐ 33-36

6. In these following sectors please describe what type of positions do these disabled people fill?

Administration	
Technical department	
Public relations	
Domestic	
Other	

V21 ☐ 37
V22 ☐ 38
V23 ☐ 39
V24 ☐ 40
V25 ☐ 41

SECTION C: DISABILITY AND REASONABLE ACCOMMODATION

1. What do you understand under the term "disability"?

V26 ☐ 42

2. What is the overall possibility of the employment of the following types of disabled people in your organisation?

TYPE OF DISABILITY	GOOD	REASONABLE	POOR
Visual			
Hearing	-		
Intellectual			
Physical			

V27 ☐ 43
V28 ☐ 44
V29 ☐ 45
V30 ☐ 46

3. What is the possibility of job placement for **visually impaired** people in the following types of jobs? Rate from the scale good, reasonable or poor.

TYPE OF JOB	GOOD	REASONABLE	POOR
Secretarial			
Administration			
Reception			
Telephone operator			
Computer programmer			
Sales department			
Managerial			
Other			

V31 ☐ 47
V32 ☐ 48
V33 ☐ 49
V34 ☐ 50
V35 ☐ 51
V36 ☐ 52
V37 ☐ 53
V38 ☐ 54

4. If there is any other jobs, not mentioned in question 3, in your organisation that can accommodate visually impaired individuals, please elaborate.

V39 ☐ 55

4

5. How do you or can you reasonable accommodate visual impaired individuals in your organisation? Please mark where applicable.

Special computer software	
Computer accessories that include Braille printer, computer monitors that can enlarge text.	
Adapting existing facilities	
Re-organising work stations	
Providing specialised supervision, training and support	
Other methods not mentioned:	

V40 ☐ 56
V41 ☐ 57
V42 ☐ 58
V43 ☐ 59
V44 ☐ 60
V45 ☐ 61

6. What is the possibility of job placement for **hearing impaired** people in the following types of jobs? Rate from the scale good, reasonable or poor.

TYPE OF JOB	GOOD	REASONABLE	POOR
Technical work			
Administration			
Clerical			
Managerial			
Computer			
Domestic			
Packer			
Other			

V46 ☐ 62
V47 ☐ 63
V48 ☐ 64
V49 ☐ 65
V50 ☐ 66
V51 ☐ 67
V52 ☐ 68
V53 ☐ 69

7. If there is any other jobs, not mentioned in question 6, in your organisation that can accommodate hearing impaired individuals, please elaborate.

V54 ☐ 70

8. How do you or can you reasonable accommodate hearing impaired individuals in your organisation? Please mark where applicable.

An interpreter of sign language	
Specialised training, supervision and support	
Adapting existing equipment	
Acquiring new equipment that include special telephones	
Bettering the communication skills of staff	
Other methods not mentioned:	

V55 ☐ 71
V56 ☐ 72
V57 ☐ 73
V58 ☐ 74
V59 ☐ 75
V60 ☐ 76

5

9. What is the possibility of job placement for **intellectually impaired** people in the following types of jobs? Rate from the scale good, reasonable or poor.

TYPE OF JOB	GOOD	REASONABLE	POOR
Secretarial			
Administration			
Reception			
Telephone			
Cleaner			
Tea person			
Packer			
Other			

V61		77
V62		78
V63		79
V64		80
V65		81
V66		82
V67		83
V68		84

10 If there is any other jobs, not mentioned in question 9, in your organisation that can accommodate intellectually impaired individuals, please elaborate.

V69		85

11. How do you or can you reasonable accommodate intellectually impaired individuals in your organisation? Please mark where applicable.

Specialised supervision, training and support	
Restructuring jobs so that non-essential functions are re-assigned	
Adjusting working time and leave	
Changing of training, assessment materials and systems	
Training of co-workers to accommodate intellectually impaired individuals	
Other methods not mentioned:	

V70		86
V71		87
V72		88
V73		89
V74		90
V75		91

12. What is the possibility of job placement for **physically impaired** people in the following types of jobs? Rate from the scale good, reasonable or poor.

TYPE OF JOB	GOOD	REASONABLE	POOR			
Secretarial				V76		92
Administration				V77		93
Reception				V78		94
Telephone				V79		95
Computer				V80		96
Domestic				V81		97
Managerial				V82		98
Clerical				V83		99
Other				V84		100

13. If there are any other jobs, not mentioned in question 12, in your organisation that can accommodate physically impaired individuals, please elaborate.

V85   101

14. How do you or can you reasonable accommodate physically impaired individuals in your organisation? Please mark where applicable.

Adapting existing facilities to make them accessible		V86		102
Re-organizing work stations		V87		103
Creating new facilities that promote accessibility		V88		104
Support, supervision and training of physically disabled person.		V89		105
Support, supervision and training of co-workers		V90		106
Other methods not mentioned:		V91		107

SECTION D: INTEGRATION OF DISABLED PEOPLE INTO THE LABOUR MARKET

1. To what extent does the regulations of the Employment Equity Act create the following feelings/attitudes in your organisation?

Feelings/attitudes	Very much	To some extent	None
Mistrust			
Disbelief			
Fear			
Stress			
Relief			
Worry			
Excitement			
Ambivalence			
Uncertainty			
Frustration			
Anger			

V92   108
V93   109
V94   110
V95   111
V96   112
V97   113
V98   114
V99   115
V100   116
V101   117
V102   118

2. What other feelings/attitudes that are not mentioned above are experience in your organisation?

V103   119

3. What is the overall policy regarding the employment of disabled people in your company?

V104   120

8

4. Do you have any plans/programs to facilitate the organisation in this process to employ disabled people? If yes, describe the plan/programs of your organisation. If no, state the reasons.

V105 □ 121

5. To what extent does the following barriers hinder the integration process of disabled people in your organisation?

5.1 Barriers: disabled people

Type of barrier	Definitely a barrier	Sometimes a barrier	Not a barrier
Inability to cope with workload			
Lack of productivity			
Inability to adapt in your organisation			
Physical/mobility factors			
Differences between disabled employee and other employees			
Dependence of disabled person			
Special needs of the disabled person			

V106 □ 122
V107 □ 123
V108 □ 124
V109 □ 125
V110 □ 126
V111 □ 127
V112 □ 128

5.1.1 What other barriers, not mentioned in 6.1 are applicable in your situation?

V113 □ 129

5.2 Barriers: Employer/co-workers

Type of barrier	Definitely a barrier	Sometimes a barrier	Not a barrier		
Stigma				V114	130
General knowledge of disability				V115	131
Negative attitudes towards disability				V116	132
Ignorance				V117	134
Fear of disabled people				V118	135
Prejudice				V119	136
Cultural barriers				V120	137

5.2.1 What other barriers, not mentioned in 6.2 are applicable in your situation?

	V121	138

6. Do you have knowledge of the Skills Development Act?

Yes		V122	139
No			

7. What strategies, according to the regulations of the skills development act are in place to facilitate and support your organisation?

	V123	140

8. If a sensitisation course is developed to facilitate your organisation in the integration process of disabled people, what are the important factors that should be addressed?

	Very important	Important	Can be excluded	Not applicable			
Knowledge of disability					V124		141
Facilitation of in supervisors dealing with a disabled person					V125		142
Facilitation of co-workers in dealing with a disabled person					V126		143
Handling of conflict situations					V127		144
Strengths/limitations of disabled people					V128		145
Legislation					V129		146
Reasonable accommodation					V130		147
Termination of employment					V131		148
Benefits for disabled workers					V132		149
Empowerment issues					V133		150
Social responsibilities					V134		151
Advantages of employment of disabled people					V135		152

9. If there are any other factors that are not included in 7, that you believe should be included in the sensitisation course, please elaborate.

	V136		153

10. Would you participate in the facilitation and testing of a sensitisation program in the future?

Yes		V137		154
No				

11   Do you have any other comments or remarks?

	V138		155