

DISABILITY CATALYST AFRICA



**MONITORING
DISABILITY INCLUSION
AND SOCIAL CHANGE**

SERIES NO. 5

MONITORING DISABILITY INCLUSION AND SOCIAL CHANGE

EDITED BY THERESA LORENZO AND
VIKI JANSE VAN RENSBURG

SERIES EDITOR: PROF THERESA LORENZO



AFFIRM

ADVOCATE

ACCOUNT

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CONTENTS

PAGE

Aims and Intentions of <i>Disability Catalyst Africa</i>	iv
Foreword: Monitoring Disability Inclusion in Higher Education	1
Preface: Exploring Capacity to Monitor Disability Inclusion in Policy Implementation Across Sectors	2
Contributors	4
Overview: Exploring Organisational Capacity to Monitor Disability Inclusion and Social Change	8
SECTION ONE: Inclusive Education Across the Continuum	
Chapter 1. Disability Inclusion in Higher Education: The case of the Disability Unit of the University of Namibia	14
Chapter 2. Creating Opportunities for Disabled Youth through Dance Education	31
Chapter 3. Food Sovereignty, Decent Work and Disability Inclusion in the Agricultural Sector	39
Chapter 4. Creating Inclusive Curricula for the Deaf Community: Challenges for Organisational Psychology	49
Chapter 5. Monitoring Implementation of Safe Patient Handling to Prevent Disability or Further Injury to Persons with Disability	59
SECTION TWO: Disability Inclusion in the Private, Public and NGO Sectors	
Chapter 6. Access for Youth with Disabilities into the Extended Public Works Programme for Poverty Alleviation	65
Chapter 7. Learnerships: Enabling Inclusion for Persons with Disabilities into Employment	71
Chapter 8. Inclusive Sport for Youth with Disabilities	81
SECTION THREE: Building Capacity to Monitor Disability Inclusion	
Chapter 9. Capacity Building towards Participation in Continuous and Regular Civil Society Monitoring of Disability Inclusion	92
Chapter 10. Postgraduate Students' Action Learning Journals: What do they tell us about teaching and learning?	105



AIMS AND INTENTIONS OF DISABILITY CATALYST AFRICA

The situation of disabled people calls for a catalyst to prompt the changes and shifts to the status quo that will ensure their participation as active citizens. *Disability Catalyst Africa* intends to create spaces for dialogue, debate and action among different players in higher education institutions, civil society organisations and government, particularly local government. It also intends to generate awareness on disability-inclusive development and facilitate self-representation of disabled people in academic and public forums.

The pillars are **affirmation**, **advocacy** and **accountability**. The series of *Disability Catalyst Africa* should appeal to those at every level who are able to influence disability inclusion in their institutions to make a difference in the lives of disabled people, their families and communities.

FOREWORD

Monitoring Disability Inclusion in Higher Education

During 2015 there was widespread national action on campuses of higher education institutions throughout the country, focused on redressing the inequalities, prejudices and structural disadvantages that continue to characterise South African society and our universities. The students have challenged universities, and society more broadly, to critically reflect on their responsibilities for nurture-enabling and protective environments for people with marginalised identities.

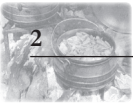


Judy Favish

For universities this means, amongst other things, interrogating our current curricula to assess whether particular voices are being marginalised in our learning materials and courses, including the voices of persons with disabilities, and whether we are providing curricula that will empower our graduates to promote social justice in their work places and communities after they leave university.

This publication provides inspiring examples of contributions that are being made by our postgraduate students to building a more inclusive society, through applying the knowledge and skills they have acquired in the Disability Studies Postgraduate Diploma Programme in promoting inclusive education post-schooling. It contains examples of potential sites for employment of people with disabilities, while highlighting that opportunities for decent work are only feasible if changes are made to existing curricula in a range of education and training programmes. This publication also raises awareness of the importance of infusing issues pertaining to disability in university curricula so that graduates can exit with the competences to imagine alternative ways of doing and organising things.

By providing blueprints or models of workplaces that have been able to provide employment for persons with disabilities in the public and private sectors, the authors demonstrate the benefits of being able to imagine alternative ways of doing things, for example recruitment strategies that can be accessed by deaf people and new approaches to accessible skills training. Finally, the paper on action learning highlights the importance of building reflective skills into a professional training programme so that practitioners are equipped continuously to reflect on how workplaces can be made more inclusive.



This publication deserves to be widely distributed as it challenges assumptions and stimulates innovations in teaching, learning and research. Universities should become more responsive to the ways in which persons with disabilities are marginalised and are equipped to address these inequities in life's opportunities for social and economic development.

Judy Favish

**Director, Institutional Planning Department
University of Cape Town**

PREFACE

Exploring Capacity to Monitor Disability Inclusion in Policy Implementation Across Sectors

As the fifth in the series, *Disability Catalyst Africa* has come a long way since its origins in the Disability Inclusive Research Enabling Curriculum Transformation (DIRECT) project in 2011. Not only have the core principles of inclusion and disability rights been confronted, interrogated and critically reflected upon over the years, the publication has exceeded its goal of gathering evidence to inform change and contribute to knowledge generation both nationally and on the African continent. The series was initiated through the UCT Vice Chancellors Strategic Goals Fund and has been sustained by a commitment to make research evidence available to a wider audience, including researchers, policy makers, citizens and persons with disabilities.



Harsha Dayal

This publication specifically brings to the fore the challenge and importance of monitoring disability inclusion in policy processes. After 22 years of democracy, there is consensus that South Africa boasts the most progressive policies across all its sectors. We note that social and economic policies impacting on poverty and inequality have been completely revamped since 1994, and that much progress has been made to transform our once-divided societies. Yet, when it comes to disability, there remains a sense of *déjà vu* at local level that not much has changed. We observe and document through our day-to-day interaction with persons with disabilities that some of the historical struggles are ongoing: that of discrimination, limited access,

voices not heard and marginalisation. Can this be the reality of a transformed society? Have we met our targets but lost our way somehow?

Recent events nationally, regionally and globally, remind us that transformation is a long-term goal, yet it starts with changing the structure of our minds and that of society through attitudinal shifts. These shifts are witnessed in behaviour changes and in the new relationships that we build. With renewed racism, classism and nationalism, which challenge existing and young democracies, the inclusion of persons with disabilities in distraught societies becomes even more of a struggle. This reality heightens the need to have effective monitoring systems in place from grassroots to national level, for policies to be implemented and desired change to be tracked, reviewed at regular intervals and achieved. Where progressive policies fail to deliver essential services to persons with disabilities, or open up access for opportunities to become equal citizens, we need to question how these policies are being implemented or whether the right policies are in place.

These aspects are demonstrated in this publication through the theme of inclusive education across the continuum: from higher education and youth with disabilities, through to inclusion in the agricultural sector and inclusion of the Deaf community. Higher education in Namibia brings our attention to the struggles of the youth, which is not new to South Africa. The second theme of disability inclusion in the public, private and NGO sectors alerts us to the important partners that need to collectively deliver on improving the lives of people with disabilities. Public programmes designed to protect the most vulnerable, including people with disabilities, do not operate in a vacuum at a local level. Initiatives by the private and NGO sectors need to ensure alignment, coordination and partnerships with the public sector if true change is to be effected.

South Africa's first National Development Plan calls for active citizenry from all corners of the country. If the implementation of policies meant to support citizens and improve lives are not monitored effectively, little understanding of progress and change results. At the core lies a true catalyst: an empowered, informed and enabled disabled citizen of any country.

Harsha Dayal
Director of Research
Department of Planning and Monitoring
The Presidency of South Africa

CONTRIBUTORS

Rustim Ariefdien

Rustim Ariefdien is the managing member at Rustim Ariefdien Consultants and works as a disability consultant extraordinaire. For him, monitoring in disability authenticates disability inclusion.



Dominique Brand

Dominique Brand is a junior research officer and PhD student in Disability Studies, Department of Health and Rehabilitation Sciences, University of Cape Town. She works at BFM & Associates in research planning, monitoring, evaluation and reporting for NGOs and DPOs. In her view, the value of monitoring disability inclusion is that multiple organisations can contribute collectively to a knowledge base that can contribute towards a culture of accountability by key stakeholders, including NGOs, DPOs, and the public and private sectors.



Cynthy Haihambo

Dr Cynthy Haihambo heads the Department of Educational Psychology and Inclusive Education at the University of Namibia and is a senior lecturer. Cynthy says that individuals, institutions and countries need to know whether they are on track regarding the requirements of conventions such as the Convention on the Rights of Persons with Disabilities, and other nationally and internationally ratified agreements. The application of disability monitoring tools enables assessment of progress.



Jane Harrison

Jane Harrison is a clerk at the Directorate of Energy, Environmental and Spatial Planning for the City of Cape Town, and a freelance Sign Language interpreter for various organisations. She views the value of monitoring disability inclusion as a method to ensure that programme efforts have a measurable impact and have been implemented effectively.



Viki Janse van Rensburg

Dr Viki Janse van Rensburg is a self-employed editor of academic texts and a research associate. She has worked as an occupational therapist and as a lecturer in Occupational Therapy. She has expertise in curriculum development, academic development and health science education.



Ronel Jessen

Ronel Jessen works as a director at Jessen Pty Ltd., a family business owned by her and her husband. She sees monitoring of the implementation of disability inclusion in work as valuable, with a particular focus on nurses and therapists in care-giving or therapeutic environments.



Doreen Mukwae Libetwa

Doreen Libetwa works at the Ministry of Health as a medical rehabilitation worker.



Marlene le Roux

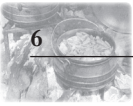
Marlene le Roux joined Artscape as director of audience development and education in 2001, and is now its CEO. She served as an international expert on the London Olympic Committee 2012.



Theresa Lorenzo

Professor Theresa Lorenzo is an occupational therapist and PhD programme convenor in the Division of Disability Studies, Department of Health and Rehabilitation Sciences, Faculty of Health Sciences at the University of Cape Town. She has extensive experience in engaged scholarship focused on developing a transdisciplinary workforce to facilitate the implementation and monitoring of disability inclusive youth development in Africa.





Looks Matoto

Looks Matoto is the assistant manager of the Special Programmes Unit at the Department of Rural Development and Agrarian Reform in the Eastern Cape. He considers monitoring disability inclusion as a very important step in creating an inclusive society and inclusive workspaces. He says it is about connecting the dots, and checking for the missing ones.



Esther Mampe Matsoso

Esther Mampe Matsoso is an occupational therapy technician at the Alexandra Community Health Centre in Johannesburg. She views the value of monitoring disability inclusion as enabling persons with disabilities to participate and benefit from programmes on an equal basis with others.



Tina Mdlalose

Tina Mdlalose is a physiotherapist and educational therapist at the Inkanyiso Special School in KwaZulu-Natal. In her opinion, the value of monitoring disability inclusion in special schools is that it can improve life for learners with disabilities and can be partly achieved by accreditation on their school leaving certificates.



Ncediwe Mdlulwa

Ncediwe Mdlulwa is a laboratory assistant and tutor in the Humanities Central Technology Unit of the Faculty of Humanities, University of Cape Town. She said that the value of monitoring disability inclusion is that it facilitates the process of promoting and achieving community-based rehabilitation standards for inclusion, empowerment, participation, equality of opportunities and social justice.



Karina Fischer Mogensen

Karina Fischer Mogensen works for BFM & Associates in research, planning, monitoring, evaluation and reporting for NGOs and DPOs. She is currently a PhD



student in Disability Studies at the University of Cape Town. She asserts that monitoring is important for the disability sector in order to engage in evidence-based advocacy, to plan appropriate interventions, to learn what works and how to address problems.

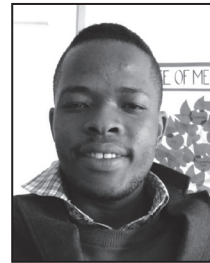
Mbali Ngcamu

Mbali Ngcamu is a MPhil student of Inclusive Innovation at the Graduate School of Business, University of Cape Town. She believes that the practice of monitoring and evaluating disability is of paramount importance as it enables persons with disabilities to have opportunities to be included and push for greater consideration in the business sector.



Thapelo Ngwenya

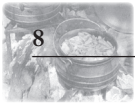
Thapelo Ngwenya is a social worker at the Mpumalanga Mental Health Society. He views the value of monitoring disability inclusion as promoting social inclusion, wellbeing and functioning of persons living with disabilities in mainstream society.



Elsonia Swarts

Elsonia Swarts is the assistant director of communications and media liaison at the Free State Department of Public Works and Infrastructure. For Elsonia, the value of disability inclusion is ensuring that disability mainstreaming is achieved.





OVERVIEW

Exploring Organisational Capacity to Monitor Disability Inclusion and Social Change

Editors: Theresa Lorenzo and Viki Janse van Rensburg

This edition of *Disability Catalyst Africa* focuses on the work of postgraduate diploma students in Disability Studies at the University of Cape Town. During one of their courses, the focus was on approaches to monitoring disability inclusion in communities, higher education and different levels of government. The course adopts an action learning approach to developing Theories of Change and designing a Logic Model so that they identify relevant outcomes and indicators related to development processes.

Students are introduced to international disability frameworks, such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) and the World Health Organisation's Community-Based Rehabilitation (WHO-CBR), so that their monitoring tools are aligned with reporting on the different UN conventions. The intention is to develop students' knowledge and skills so that they begin to build an evidence base for advocacy through their organisations to contribute to inclusive social, economic and political development.

As part of the monitoring process, students need to determine the capacity of the organisation to implement and manage disability inclusion in a cost-effective and sustainable manner. We use Kaplan's (1999) six elements of organisational capacity as a framework for analysis. The first three elements of organisational capacity are conceptual frameworks, organisational culture and attitude, and vision and strategy, which are seen as intangible elements as they are difficult to identify and monitor. The tangible elements are structure and systems, individual skills and abilities, and material resources, which are more visible and easy to measure.

Conceptual frameworks

Students need to identify the model of disability that has informed the development of services and programmes, such as the medical or individual model, social model, psychoanalytical model, and human rights and development approach. The internal policies of an organisation also indicate the conceptual thinking and frameworks that have been adopted.

Organisational culture and attitude

Organisational attitude reflects the values and paradigms of power and control that reveal how it understands and accepts responsibility for the social and physical conditions in which it operates, and how it sees its role in responding to these conditions (Kaplan, 1999). It reveals the organisation's awareness of the realities faced in the districts or communities where services and programmes are delivered. The underlying assumptions that inform programme development should be identified and made explicit so that there is collective agreement. In practice, this position would lead to taking responsibility to make the resources available to address problems that are related to their vision and mission.

Vision and strategies

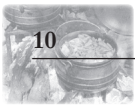
The vision and strategies should include the need for educators to equip students with the skills to determine the aspirations of persons with disabilities so that they are included in the decision-making processes of the projects or programmes that will be implemented. Postgraduate students are set the task of analysing the organisations and programmes where they work to determine if the strategies they are using facilitate disability inclusion and where the barriers may be, whether conscious or unconscious. Communication strategies need to be accessible so that the vision is known.

Structures and systems

This element of organisational capacity looks at the 'shape' of the organisation's administrative and management systems. It provides employees with an understanding of their responsibility and position within the organisation. It also provides an avenue for communication networks that determine who reports to and interacts with whom. Monitoring needs to be embedded in the organisational system.

Acquisition of individual skills abilities and competencies

The multisectoral and intersectoral nature of disability-inclusive development necessitates a workforce that is responsible for coordinating disability inclusion across the different services and programmes provided by the public, private and/or NGO sectors. Most organisations already have performance management systems for staff in place, so the intention is to ensure that disability inclusion is a component of the staff performance that is monitored.



Material resources

This element describes the nature of resources present and determines whether they are sufficient and appropriate for achieving the vision and mission of the organisation, such as financial resources, stock, information and communication technology, and general equipment.

About this edition of *Disability Catalyst Africa*

The papers in this edition of *Disability Catalyst Africa* are the work of graduates of a Postgraduate Diploma in Disability Studies at the University of Cape Town. They are based on approaches to monitoring disability inclusion in communities, higher education and different levels of government, as framed by Kaplan's (1999) elements of organisational capacity.

Cynthia Haihambo describes a qualitative study focused on disability inclusion at the University of Namibia. Haihambo explored challenges experienced by students with disabilities and she monitored how the university's Disability Unit addressed barriers to inclusion of six students with visual impairments, six with physical disabilities, two with albinism and one with emotional difficulties. The findings are discussed in terms of support received from lecturers, perceptions about lecturers, and students' perceptions of support from the Disability Unit. Haihambo describes the use of the Logic Model as a method of monitoring the implementation of disability inclusion in the institution.

Jane Harrison and *Marlene le Roux* advocate for disability inclusion in the Arts, and specifically in Dance. They argue that the move towards an inclusive society turns on inclusive education. They highlight the benefits of integrating dancers with disabilities into Dance, and identify barriers to Dance education and training for youth with disabilities. The paper provides guidelines for inclusive education for Dance based on the United Nations Sustainable Development Goals and the United Nations Convention for the Rights of Persons with Disabilities. They argue that inclusion of people with disabilities in Dance could also create livelihoods through Dance.

Looks Matoto, *Tina Mdlalose*, *Thapelo Ngweny* and *Mbali Ngcamu* suggest that youth with disabilities could be employed in the agricultural sector for economic participation, decent work and food production. Based on a number of international and national policies, which facilitate the inclusion of people with disabilities into education and decent work, they explain how inclusive education could facilitate access to decent work in the agricultural sector. They suggest that agricultural colleges should adopt inclusive curricula and improve access for youth with disabilities, and for graduates

with disabilities to be employed in various divisions of agri-business. They propose that curricula in agricultural colleges should be made accessible for persons with disabilities and that lecturers should be trained in teaching students with disabilities.

Ncediwe Mdlulwa discusses the lack of access to education for Deaf people and the resultant lack of employment opportunities. She proposes possible approaches to design inclusive curricula to address the underrepresentation of the Deaf community and she suggests that Sign Language should be mandatory in all curricula. Further, as the discipline of Organisational Psychology aims to develop human capital, training and retaining people in the workplace, she argues that Organisational Psychology curricula should include education on how to educate the Deaf community in preparation for entry into the workforce. She suggests methods of monitoring disability inclusive education for the Deaf.

Ronel Jessen argues for the implementation of safe patient handling to prevent injury to clients and carers. Safe patient handling is explained as the application of evidence-based approaches that reduce risks related to manual patient handling. High risk occurs during transfers, and the risk to carers is the development of musculoskeletal problems. The author suggests two strategies: The first is that health care providers and home-based carers need to be educated in safe patient handling. Potential scenarios for such education are described. Secondly, the author suggests that the implementation of safe patient handling should be monitored, and explains an example of the Theory of Change as a monitoring tool for the education of carers in a community-based NGO.

Elsonia Swarts explains ways in which youth with disabilities could be included in the Extended Public Works Programme (EPWP). She describes the EPWP and its vision of alleviating poverty by creating skills and jobs through temporary job-creation programmes. The author provides a case study of the Department of Public Works in the Free State, where employees of the EPWP were retained to improve the infrastructure of all government buildings by providing access for people with disabilities. She recommends that curricula for commerce and business sciences studies incorporate disability studies to ensure that graduates have knowledge of the needs of persons with disabilities in their decision-making, and empowerment opportunities through decent employment.

Rustim Ariefdien reviews strategies for empowerment of persons with disabilities in preparation for entering the workforce. He reviews international policy guidelines and relevant South African legislation regarding employment for persons with disabilities. He describes the skills development

strategies of Epilepsy South Africa Western Cape Branch (ESA WCB), which successfully facilitates employment for persons with disabilities. Against this backdrop, he reviews the work of Epilepsy Disability Employment Support Services whose inclusion strategies include skills training and placement through the ESA WCB learnership programme. He recommends that the model developed by ESA WCB could serve as a blueprint for other organisations.

Doreen Mukwae Libetwa, Esther Mampe Matsoso and Viki Janse van Rensburg describe sport for youth with disabilities and the negative attitudes towards athletes with disabilities. They discuss the barriers of inaccessibility in terms of environmental and attitudinal challenges, and assert that the attitudinal barriers of society are limiting. As sport for youth with disabilities has value for rehabilitation, social influences and integration into society, they discuss how youth with disabilities' rights to societal participation can be fulfilled by removing physical barriers and reducing barriers to transport, funding, sponsorship and coaching. They conclude that the rise and success of the Paralympic Games has provided inspiration and role models, and has helped to change societal perceptions of what youth with disabilities are capable of.

Dominique Brand and Karina Fischer Mogensen reflect on what they learnt as new lecturers of the Monitoring Disability in Society course. As monitoring and evaluation practitioners, they explain the design and course content on the Theory of Change, the Logic Model, and the development of indicators for monitoring inclusion. They provided structural frameworks and practical tools to assist students to implement monitoring frameworks. They describe their insights into how comparison of the action learning cycle, the Logic Model and Theories of Change assisted students to learn, to the extent that one student reported that utilisation of the Logic Model assisted her to secure funding for the organisation where she worked.

Viki Janse van Rensburg and Theresa Lorenzo explore the use of action learning journals as a method of facilitating learning in the Monitoring Disability in Society course of a postgraduate diploma programme in Disability Studies. They explain the shared constructs of educational theory that underpin action learning, experiential learning and reflection. Sixteen students' examination papers were analysed thematically. The students had to reflect on their own experience of group participation in order to learn about the human elements that influence collaborative partnerships in monitoring disability inclusion in society. Data revealed four themes: action learning about groups; reflectors and non-reflectors; interpretation of instructions; and reported benefits of keeping an action learning journal. The paper ends with recommendations to increase the efficacy of students' reflective abilities to enable maximal learning by using action learning journals.

Reference

Kaplan, A. (1999). The Development of Capacity. United Nations Non-Governmental Liaison Service. Available at <https://www.unngls.org/index.php/23-publications/policy-booklets/189-the-development-of-capacity-1999>.



Chapter One

Disability Inclusion in Higher Education: The Case of the Disability Unit of the University of Namibia

Cynthy K. Haihambo

A wise man, Nelson Mandela, once said: ‘Education is the most powerful weapon you can use to change the world’ (Mandela, 2009). Similarly, higher education remains one of the most secured forms of overcoming poverty. People who have been educated are internationally more able to get access to decent work than those who have not. The higher the level of education, the better the chances people have of sustaining their own livelihoods and that of their families. Bloom (cited in Borode, 2011) confirms that significant correlations have been found between higher education enrolment and graduation rates, and poverty reduction, corruption mitigation, reduced tribalism and nepotism, and lower dependency on state social welfare resources. The author of this paper tends to agree. The Namibia Population and Housing Census revealed that people with low education form the bulk of those that are either unemployed or under-employed (National Statistics Agency, 2014).

The challenges faced by persons with disabilities in entering higher education and navigating their lives within the higher education system, seem to make it difficult for them to successfully complete their education and live dignified lives. Many higher education institutions have put in place centres to facilitate the learning and socialisation of students with disabilities and other special needs in their pursuit of higher education. Although the

disability centres' approach depicts a fragmented and incomplete approach to disability inclusion, disability units serve an important role to connect students with disabilities to various teaching and learning options. The staff capacity of the disability unit also determines the quality of service students with disabilities receive and the extent to which such support will enable them to succeed. It also has an impact on how disability issues will be monitored. Poor monitoring holds the risk of service providers not knowing whether they are making a positive impact, while those receiving the service may become frustrated.

Regardless of the establishment of a disability unit and other interventions intended to support students with disabilities at the University of Namibia, there continues to be controversy between the manner in which students with disabilities perceive their inclusion and lecturers' positioning towards the inclusion of students with disabilities.

This paper draws on the findings of two qualitative studies: one on challenges of students with disabilities in higher education concluded in 2010, and a follow-up study on the University of Namibia's Disability Unit conducted in 2015 as part of an assignment for the University of Cape Town's 'Monitoring Disability' course. In the first study, the author journeyed with 15 students from various higher education institutions in Namibia and explored their challenges. In the second study, the author monitored how the Disability Unit of the University of Namibia attempted to address barriers experienced by students with disabilities. Specific monitoring tools were employed, including the Logic Model, and the main findings pointed to a discrepancy between policies and legislation on the one hand, and how lecturers, as implementers of pedagogic inclusion of students with disabilities, positioned themselves toward this role on the other. Although the first study included another institution of higher learning, the only student who participated in the study from that institution is now at the University of Namibia. Thus the focus of this paper will be on the University of Namibia.

While the inclusion of students with disabilities was an accepted norm at the University of Namibia, and was supported by political will and policies, the implementation thereof left much to be desired and called for the development of a discourse among the Disability Unit staff, the lecturers and students with disabilities.

Background

The United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006) presents a clear mandate from the international community to ensure that persons with disabilities live dignified lives in

inclusive and peaceful societies. Article 24 on the right to inclusive education states the following mandate:

1. *States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:*
 - a. *The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;*
 - b. *The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;*
 - c. *Enabling persons with disabilities to participate effectively in a free society.*

It further states:

2. *In realizing this right, States Parties shall ensure that:*
 - a. *Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;*
 - b. *Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;*
 - c. *Reasonable accommodation of the individual's requirements is provided;*
 - d. *Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;*
 - e. *Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.*

Congruent with the CRPD, the post-2015 Sustainable Development Goals (UN, 2015) promotes inclusion of people and the environment across institutions, communities, countries and societies.

Goal 4 states:

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

And Goal 16 states:

Promote peaceful and inclusive societies for sustainable development, provide access to

justice for all and build effective, accountable and inclusive institutions at all levels.

The inclusion of these sustainable development goals in the global post-2015 agenda demonstrates the urgency with which the global community views inclusion of all human beings in various aspects of life. Namibia is party to these goals and many other international legal instruments.

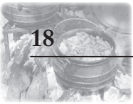
In monitoring progress in the implementation of the CRPD and other legal frameworks related to higher education in Namibia, the picture does not look gloomy. While there is a lot of progress in terms of awareness of the rights of persons with disabilities to education, enabling legislation and access of students with disabilities in higher education, the satisfaction rate and success of students once inside the institutions does not show positive indicators in terms of both pedagogical and social inclusion (UN, 2006).

As part of monitoring disability, this paper focuses on students with disabilities' perceptions of inclusion and lecturers' responses to the demands of inclusive education, and more specifically disability inclusion.

Education policy context

According to the Namibia Population and Housing Census 2011 (NSA, 2014), the country has a total population of 2.218 million. Of that total, 98 413 (4.7%) are regarded as persons with disabilities across age groups. The country's gross domestic product (GDP) stands at USD12.41 billion, while per capita GDP is USD5 597.17 (2011). Average life expectancy is 63.28 years.

Primary education in Namibia is free and compulsory, in accordance with Article 20 of the Namibian Constitution (Legal Assistance Centre, 2012). In September 2015, the Minister of Education, Arts and Culture also announced free secondary education in government schools from 2016 (Ministry of Education, Arts and Culture, 2015). This means that all basic school-related costs will be carried by the State, and only higher education will have cost implications for parents and caregivers. This is a commendable step in ensuring the right of education for all, irrespective of socio-economic background. At the beginning of the 2016 academic year, Namibia saw a high demand for the abolition or waiving of registration and, in some cases, tuition fees for higher education (FeesMustFall). The Ministry of Higher Education, Training and Innovation responded by instructing higher education institutions to allow students who did not have registration fees, or who owed institutions money, to register and pay their fees before the first semester examinations.



Higher education is provided in mainstream institutions in Namibia. Never in the history of the country have there been higher education institutions destined for students with disabilities only. Students enrolling for higher education must meet basic requirements, irrespective of abilities and disabilities, race, gender, socio-economic status or religious background. This is in line with the Sector Policy on Inclusive Education issued by the Ministry of Education in 2013.

Historical background of special education and implications for inclusive education

Prior to Independence in March 1990, many students with impairments did not meet the academic competencies to enter higher education. Where they did, higher education institutional management postulated that they had neither the resources nor the mandate to fully provide them with quality higher education. If admitted to higher education institutions, students with disabilities were left to their own devices, thus applying 'integration' and not 'inclusion' (Haihambo, 2010).

This situation of optional admission and support for students with impairments in Namibia persisted up until the 1990s, when persons with disabilities became advocates for their own destinies. They started to register in higher education while pursuing the environments to respond to their needs. However, to a large extent, higher education environments remained hostile to the inclusion of students with disabilities (Haihambo, 2010).

Traditional beliefs stigmatised and associated disability with curses, witchcraft and defying ancestors, which may have contributed to the observed resistance to disability inclusion. Similarly, the history of special education, which promoted special education institutions and presented them as the best option for educating persons with disabilities, continue to distract notions of inclusive education. Thomas (2013) argues that inclusive education cannot simply be detached from its history of special education, which focused on difference and impairments. Inclusive education appeals to higher education to look beyond difference and create a cultural milieu characterised by equity and participation.

It is worth mentioning that inclusive education policies have started to bear fruits. As the number of students entering higher education continues to increase, so too does the number of students with disabilities, including those with severe disabilities such as blindness and deafness (Kloot, 2015). The number of students with disabilities registered with the University of Namibia's Disability Unit has increased from five students in 2008, to 15 in 2012, 41 in 2014 and 46 in 2015.

Staff at the Disability Unit reported that, when they approached lecturers to advise them on student support, they confessed that they did not know they were mandated to cater for students with disabilities. While the University of Namibia Teaching and Learning Policy (2012) makes it clear that all staff have the responsibility to support all students, including those with impairments and disabilities, some lecturers maintained that nobody had advised them to make special provisions and concessions for students with disabilities, and that they did not know how to.

It seems that academic staff in higher education institutions are reluctant to apply inclusive education practices. There appears to be a common belief that the inclusion of students with disabilities is a privilege and an act of charity, regardless of the legislative and ethical frameworks, policies and conventions to which Namibia is a signatory, including the Salamanca Statement (1994), the CRPD (UN, 2006) and the Sector Policy on Inclusive Education (2013).

Context and relevant conceptual frameworks and values of the discipline to engage in disability inclusion

The ecological perspective theory of Bronfenbrenner (1979) undoubtedly communicates the notion that one's coping in an environment largely depends on how the factors in that environment interact to create positive enablers or impediments to your existence. He further empathises the importance of co-dependence among the various levels in which an individual operates, which he refers to as eco-systemic levels: the micro-level representing the most basic area in which an individual lives and functions, such as one's family and home; the meso-system, which derives from the interaction between the various sectors of the micro-system and can represent one's secondary level of operation such as neighbours, the school and actors in it, or other groups of socialisation; and the exo-system, which represents settings that impact on an individual without having direct contact.

The macro-system represents the cultural and ethical frameworks that determine decisions and actions in a particular environment. In higher education institutions where the principles of inclusive education are applied and adopted as culture, students with disabilities are better included than those in environments where diversity and inclusion have not been adopted.

Bronfenbrenner's theory, applied to the university as a social and academic space, should create an enabling environment for all students, including those with disabilities, to experience acceptance, and to have equitable access to study spaces and materials that can enhance their performance and

achievement. Thomas (2013) reiterates that inclusion is not about 'special needs', but about participation.

Namibia has demonstrated strong political will in the development and ratification of various commitments, policies, policy guidelines and Acts, and the University of Namibia is committed to providing quality higher education without any form of discrimination. Driven by a rich policy framework, higher education can no longer be allowed to exclude students with disabilities and leave them to struggle on their own. It remains the responsibility of institutions to ensure that students with disabilities are supported, and it is crucial to closely monitor the inclusion of persons with disabilities in order to establish that everyone receives quality higher education.

Methodology

Two narrative research studies were conducted between 2008 and 2010 (Haihambo, 2010) and a follow-up study was made in 2015 (Haihambo and Kandjii, 2015). Both studies were qualitative in nature and focused on disability inclusion in higher education. In the first study, 15 students with sensory and physical disabilities were engaged in in-depth narrative interviews accompanied by photovoice. In the second study, disability inclusion was monitored through observation, document analysis of the Disability Unit reports. Interviews were conducted with six students with disabilities and six staff members (four academic and two administrative staff members of the Disability Unit) to determine the quality of disability inclusion. Only four lecturers, those that adopted positive inclusive education practices, were asked to report on their inclusion methodologies, successes and challenges. Data was analysed using thematic analysis and narrative analysis.

Positioning disability at the University of Namibia

The findings are presented and discussed as themes that emerged from thematic analysis of the narrative:

- Nature of impairments included in the University of Namibia;
- 2012 statistics of students with disabilities at the University of Namibia
- 2014 disability statistics
- Support from lecturers
- Students' perceptions of support from the Disability Unit
- Perceptions about lecturers.

When the first study was conducted between 2008 and 2010 (Haihambo, 2010), the Disability Unit was operating under the Faculty of Education with one volunteer staff member from an external organisation supported by the Department of Educational Psychology and Inclusive Education. In 2012, university management approved the appointment of a full-time coordinator, and in 2013 an assistant coordinator was appointed. In 2014, support for students with disabilities reached the agenda of the Academic Planning Committee, a major decision-making committee at the University of Namibia, and the Vice-Chancellor appointed a taskforce to deliberate and advise him on the services and placement of the Disability Unit. This resulted in the Disability Unit moving to the Office of the Dean of Students, reporting to the Dean of Students, and its status moved from reporting to a specific faculty to reporting to a directorate tasked with all student affairs issues. This move increased the visibility of the Disability Unit and the increased reporting of various disabilities and special needs.

In 2009, only six students with disabilities were registered with the University of Namibia Disability Unit at the main campus, of whom two were blind, one was deaf and three had physical impairments. The number of students with disabilities continues to increase.

Nature of impairments included in the University of Namibia

Both phases of research revealed increasing numbers of students with disabilities at higher education institutions, especially at the University of Namibia. While the first study dominantly revealed visible disabilities (identified through observation), a follow-up study using a self-disclosure method also revealed hidden disabilities (disabilities that cannot be observed immediately unless disclosed or working with an individual over a period of time).

In the first study, the following types of disabilities were reported by students who were asked if they had any disability and, if so, how they describe their condition. Six students reported visual impairments, six had physical impairments, two had albinism, and one reported emotional difficulties.

2012 statistics of students with disabilities at the University of Namibia

In 2012 the Disability Unit ran an online survey using the University of Namibia's web-based survey programme to determine the number of students and staff with disabilities across its 11 campuses.

TABLE 1: STUDENTS WITH DISABILITIES		
Type of impairment	Description	Number of students (%)
Physical impairment	Crutch users	4 (17%)
	Wheelchair users	6 (25%)
	Amputated limbs	3 (12%)
Visual impairment	Educational blindness	4 (17%)
	Low vision	5 (21%)
Hearing impairment	Deafness	1 (4%)
Medical impairment	Chronic heart disease	1 (4%)

TABLE 2: STAFF WITH DISABILITIES	
Staff living with disabilities	No.
Academic staff with disabilities	36
Administrative staff with disabilities	19
Total	55

TABLE 3: STUDENTS WITH DISABILITIES ACROSS CAMPUSES BUT NOT REGISTERED WITH THE DISABILITY UNIT	
Level of studies	No.
Undergraduate	228
Post graduate	158
Total	386

That a high number of students with disabilities were not registered could be indicative of the lack of awareness of Disability Unit services or, in some cases, a high resilience on the part of students. Students who were interviewed, however, revealed that many only became aware of the Disability Unit during examination time, when a lecturer referred them to it. Some students also said that they were advised by senior students with disabilities to visit the Unit to see what it offers. These findings indicate that presentations by Disability Unit staff during academic orientation and awareness-raising activities such as 'Walk a Mile in my Shoes', which was held for a week in 2015, do not draw enough attention.

It is also assumed, and encouraged by CRPD (UN, 2006) Article 24, that the visibility of staff with disabilities in institutions promotes positive inclusive practices. Data in this research has not exposed any relationship or connection between students with disabilities and staff with disabilities.

2014 disability numbers

Twenty-six students registered with the Disability Unit in the 2014 academic year. Their impairments were sensory, physical and neurological and health (chronic heart condition) related.

In 2015, 38 students with disabilities were registered with the Disability Unit at the main campus. Numbers from other campuses could not be verified as not all campuses have a disability/special needs coordinator.

The key indicator arising from these figures is that the number of students with disabilities entering higher education is increasing. The presence of students with disabilities introduces diversity to student populations and calls for diverse teaching and learning methodologies. It also assists people in higher education environments to overcome their myths and fears regarding persons with disabilities.

The range of disabilities among students also calls for close monitoring of the quality of service they receive. If gaps are discovered in service delivery, as was the case when the Logic Model was used to monitor progress, these need to be addressed. One such gap was that the Disability Unit staffing capacity did not match the number and variety of students' needs.

Support from lecturers

In the initial research conducted from 2008 to 2010, students revealed that 62% of academic staff showed zero tolerance for support to students with disabilities, 30% helped when asked, and only 8% went out of their way to support students with disabilities. When students were asked about exclusion or minimal consideration for inclusion, they offered the following examples:

- Cancelling classes and moving venues without informing students.
- Moving lectures to inaccessible venues.
- Using modes of teaching and learning enhancement that are not accessible to everyone (videos without proper narration and time-spacing).
- Starting and ending lectures abruptly, not allowing enough time for students with additional learning needs to get ready (some blind students needed to set up recording devices, but lecturers were reported not to provide time for this).
- Giving the same time to all students to complete assignments, irrespective of disabilities.
- Lecturers literally pronouncing that they do not know how to teach people with impairments and that it is not their responsibility.

The findings on this indicator (support from lecturers) showed very little change in 2015. Many students with disabilities said that they found it

difficult to cope because many lecturers used a one-size-fits-all approach to teaching, learning and assessment, and did not consider their needs. Students were left to fend for themselves or to depend on their peers to keep to the required pace. As one visually impaired first-year student explained:

When my friend who is also my guide entered the class, this lecturer shouted: 'Take your friend and leave. I do not know how to teach you [name of course] if you cannot see!' Silence could be felt in the class. Some students seemed to have been shocked, while others thought it was funny and were laughing. While I was trying to internalise this, my friend said: 'Let's go!' We went out and we embraced each other. My friend started crying first. Then I also cried. Then my friend handed me tissues and said: 'We are not going to allow him to ruin our day. Let's go to our next class.' Someone who was in that class came to us and said that we must go report to the Disability Unit.

Another student, who used a wheelchair owing to a physical impairment, narrated an experience suggesting lack of knowledge and insensitivity on the part of the lecturer:

Ever since I was accepted and starting attending my classes at the University of Namibia [Campus], never did I ever come across [such] harsh treatment and derogatory words directed my way. The treatment and derogatory words caused me an emotional breakdown which led me to cry for three straight days.

It all started on the 1 October 2015. I was attending the [class] when my project-based learning members asked the lecturer if we could leave to meet with our mentor. So they left. I was the last one to leave. I did not want to leave but they gave me no choice but to go with them. The class is small, leaves me no room to move and thus making it very uncomfortable for me to move with my wheelchair. Thus I had to move back and forth in order for me to find enough space to roam so I could manage to go out of the class, but no avail. Going back and forth was not me doing it on purpose but rather a deliberate way out, and that was the only way I could manage, otherwise, I did not see another way to get out of the class due to the small space. To my utter shock, the lecturer started shouting at me, saying: 'You can just stop with that THING', referring to my wheelchair as 'that thing' because I had no idea as to how irritating that was to her while she was busy with her lectures.

Perceptions about lecturers

Students with disabilities join the University of Namibia with high expectations of support, but instead they encounter negative attitudes and lack

of support, which could become a setback for their success. The source of controversies between student expectations and lecturers' support and interventions seems to be poor communication and lack of a shared vision. More work will be needed to ensure that students with disabilities are facilitated to succeed in higher education and are not set up for failure and frustration. Lecturers need to be equipped with appropriate skills and knowledge about disability inclusion in teaching and learning.

Findings show the extreme insensitivity of faculty members in a higher education institution. Both of the lecturers referred to in the above examples were approached by staff members of the Disability Unit to gauge their views. One explained that he had no idea that he would have a student who is blind and simply did not know what to do. He said that nobody had prepared him for inclusion and that he had not been provided with strategies for students whose impairments demand adaptation of materials and teaching methods.

Students and Disability Unit staff praised lecturers who went out of their way to create accessible materials for students with disabilities; those who provided their teaching materials in advance to the Disability Unit, to be transformed into a format that is easily accessible to students with disabilities; who checked on how students were doing; who sent out lectures via email a day or two ahead of time; who created the best space in the class for them to sit; and continuously consulted with them on what they needed to learn better. The findings revealed that the lecturers who responded positively to disability inclusion were, surprisingly, not limited to those with training in humanities and social sciences, or who have family members with disabilities. When asked where they drew their positive orientations from, they did not necessarily refer to legislation. Some cited social justice, human rights and Christianity, while one said:

I am a human being and I like thinking out of the box. I put myself in the shoes of the students with impairments and do what I would have expected to be done for me, had I been the one in their position.

These findings seem to suggest that people's world views and ethical frameworks determine their responses to disability, rather than legislation, education or exposure. If this is the case, awareness and sensitisation should appeal more to values than to laws.

Research indicated that many lecturers do not have a problem supporting students with diverse needs. However, they simply do not possess the orientation, knowledge and skills to effectively apply inclusive education approaches. The Disability Unit is not only there to support students, but also to support lecturers. When the Logic Model was used, it revealed that



little was achieved in the area of support to students with disabilities, and that more human and material resources will be needed to bring about significant change.

Students' perceptions of support from the Disability Unit

When students with disabilities were asked about the services they received from the Disability Unit during the second phase of the research, about 70% of those who responded to the interview questions provided positive feedback. Student respondents reported that the Disability Unit staff met with lecturers to request materials that helped them to better prepare for tests and examinations; the physical environment had improved tremendously over the past few years in terms of infrastructural accessibility; some staff members and volunteers worked long hours to ensure that they receive good quality support; and some provided informal training and guidance to lecturers, especially on the adjustment of assessment strategies to meet the needs of students with disabilities.

Unfortunately, about 30% of the 2015 Disability Unit's student enrolment reported the following unmet needs: delays in the provision of materials; insensitivity and lack of confidentiality of some of the staff members and volunteers; lack of innovative interventions; misuse of resources by students who are not eligible to make use of the Disability Unit's resources; and favouritism shown to some students over others.

During the monitoring process, Disability Unit staff members emphasised the negative impacts of understaffing on the quality and quantity of disability inclusion. They also cited lack of support from top management, especially in leading awareness and empowerment processes. Both factors will require the introduction of innovative service-delivery models that are more responsive to high student-staff ratios. These might include building student resilience, inculcating values of peer support, and mainstreaming disability across all structures in higher education. The Logic Model is one method of monitoring. Table 4 depicts a recommended Logic Model for the monitoring and auctioning of one objective: academic staff orientation (Futija, 2010).

TABLE 4: RECOMMENDED LOGIC MODEL FOR MONITORING AND ACTION

Objective	Inputs	Activities	Outputs	Data to be collected	Short term		Long term	
					Outcomes	Indicators	Outcomes	Indicators
Academic staff orientation.	Human resources/ bring in trainers to provide a workshop for staff.	Sharing inclusive education ideals and expectations. Explain the Sector Policy on Inclusive Education and how it is relevant to higher education. Invite lecturers from institutions that have worked with disability inclusion to share their ideas and experience. Invite students to speak about their experiences and needs.	Academic staff understand the policies and needs of students with disabilities. Students with disabilities receive positive/ meaningful support from their lecturers.	Numbers and types of disabilities of students. Students' satisfaction ratings. Students' coping mechanisms. Students' preferred support strategies and conflict-resolutions strategies.	Auditions held two months in advance.	Increased understanding of disability inclusion. Increased student satisfaction rates.	Students with disabilities will have fewer problems with learning. Lecturers will show better understanding of students' needs. Lecturers will employ equity principles in teaching and facilitating learning.	One staff workshop per semester.

Discussion

The research revealed that disability is still highly stigmatised, which results in students with disabilities not being provided with the maximum support they require in order to access education on a level playing field with those without disabilities. Although the number of students with disabilities at the University of Namibia is increasing every year, the quality of inclusion has not yet reached the level of desired outcomes. Lecturers, as key role players in delivering curricula, need to be empowered to play a pivotal role in the inclusion agenda.

The global history of special education, which was grounded within a medical model prior to the Salamanca Statement, has set the scene for segregation and, unless deliberate efforts are made to undo the myth that persons with disabilities are best educated in segregated settings, the inclusion of students with disabilities will remain at the level of physical access only (Humphrey and Lewis, 2008).

According to Humphrey and Lewis (2008), the four pillars on which inclusive education is based serves as an outline for what it should entail:

- Access: Enable students with disabilities to access lectures and curricula.

- Presence: Make students with disabilities feel welcome, and make their presence worth their time.
- Participation: Provide room for students with disabilities to participate and contribute to learning and teaching.
- Achievement: Enable students with disabilities to achieve their goals for higher education as a step towards work and employment.

Conclusion

This two-stage study shows the importance of communication between and among stakeholders about disability inclusion in higher education. Such communication should depart from the acknowledgement that disability inclusion starts with accepting diversity as part of a regular community. The researcher is aware that the approach of having a dominant group of main respondents is problematic, in the sense that it gives autonomy to students while positioning lecturers as passive participants deprived of their voices in a matter that affects them.

In an attempt to reverse the observed controversies and dilemmas of this research, the following recommendations are made:

- Provide orientation and training for lecturers on disability inclusion.
- Share university policies and visions with all stakeholders.
- Educate and re-educate academic staff on the principles of inclusion by appealing to their values of humanity and social justice.
- Distribute and teach students and staff about the Sector Policy on Inclusive Education.
- Create opportunities for students with disabilities and lecturers to come together and share mutual expectations.
- Develop creative ways of responding to diversity and decentralising support functions, instead of situating them within the disability units of higher education institutions.
- In line with the requirements of the CRPD, create a course on disability inclusion that can be offered to academic staff in order to empower them to support students with disabilities.
- Provide incentives for staff members who support inclusion and engage those who do not support it in restorative, not punitive, discussions.

Tolerance of diversity is a good human value, but it is not enough. We should all strive towards acceptance of diversity and a culture of care. Higher education in Namibia is well-placed, by virtue of policy and recognition as pace-setters for innovation, to create environments that positively impact self-worth, independence, resilience and success for students with disabilities (Thomas, 2013).

This paper concludes by recommending that a separate office, unit or centre specifically targeting the needs of students with disabilities in higher education is a good affirmative action provision, and should be encouraged in universities in Africa where disability inclusion has not yet taken off in a positive direction. Such offices, units or centres need to employ various monitoring tools, and address any gaps that arise, to ensure that persons with disabilities are not excluded from higher education and pushed to the periphery of society where they will become dependent on social welfare rather than creating and giving employment to themselves and others. One such model of monitoring is the Logic Model, as explained above (Futija, 2010).

Disability units should be driven by their context and conceptual framework, vision, strategy, culture, structure and skills to facilitate disability inclusion in higher education (Kaplan, 1999).

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Chapter Two

Creating Opportunities for Disabled Youth through Dance Education

Jane Harrison and Marlene le Roux

Introduction

Dance is both a physical and a creative discipline that is generally perceived as unsuitable for persons with disabilities. It is also a physical and competitive form of sport, which could be perceived as strenuous on the body. Regardless of these perceptions, people have continued to dance for various reasons. Communicating a message, an emotion, an idea, a story, or to dance simply for the love of movement and expression, comes with the territory. Dance allows one to bring across a message that, at times, cannot be communicated verbally. Dance is also a potential career path for people, including those with disabilities. Participation in dance has the potential of providing persons with disabilities options to create livelihoods. However, youth with disabilities face several barriers to participation and training within dance.

Persons with disabilities have the right to employment opportunities in a labour market that is both inclusive and accessible. Such inclusive employment opportunities should prohibit discrimination on the basis of disability, and promote self-employment to enable persons with disabilities to become self-sustainable and not reliant on state disability grants (United Nations, 2006).

The approach taken in this paper is to highlight the benefits of integrating dancers with disabilities and identifying barriers to dance education and training for youth with disabilities. It provides guidelines for inclusive education in the Arts for students with disabilities and highlights the benefits of dance inclusion within higher education. In relation to this, it will outline

the role of the Sustainable Development Goals (SDG, UN, 2015) and validate the significance of the United Nations Convention for the Rights of Persons with Disabilities (CRPD) (UN, 2006).

Education is not a privilege

CRPD Article 24 recognises the right of all children with disabilities to be included in general education systems and to receive the individual support they need (UN, 2006). Education is a fundamental right for all persons with disabilities and necessary for their participation in socio-economic and cultural activities. Education is important for the development and improvement of the lives of youth with disabilities and can be used as a catalyst to eradicate poverty and hunger. Appropriate education would enable youth to access job opportunities, to create inclusive development and to participate in equitable economic growth that could lead to self-sustainability. However, systemic change is required to remove barriers and provide reasonable accommodation and support services in mainstream educational institutions, to ensure children with disabilities are not excluded from educational opportunities. This is recognised in CRPD Article 24, which further states that:

States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to: the full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity; and the development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential.

The United Nations Sustainable Development Goal 4 on education equally advocates for the right to education for children with disabilities, and for the building and upgrading of education facilities that are child, disability and gender sensitive, and provide safe, non-violent, inclusive and effective learning environments for all SDG (UN, 2015). It furthermore advocates for a substantial increase in the supply of qualified educators, including international cooperation for educator training in developing countries.

Human Rights Watch (2012), however, confirms that opportunities for children with disabilities are still not a reality and that they are two to three times less likely to attend school. An inclusive education approach is therefore vital as it will ensure education becomes a reality for all persons with disabilities.

The Dance Education curriculum

The legacy of apartheid in South Africa has perpetuated the challenges, oppression and inequalities faced by persons with disabilities, both then and now. Education is one way of eradicating poverty and creating opportunities for persons with disabilities within the workforce and mainstream society.

The Basic Education curriculum is a culmination of joint efforts over a period of 17 years to transform the apartheid curriculum. From the start of democracy in 1994, curricula have been based on the values that inspired the Constitution of the Republic of South Africa (1996). The aim of the Constitution is to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each one;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law;
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in these aims. In 2001, the Department of Education launched the Education White Paper 6 Special Needs Education, focusing on building an inclusive education and training system. This emphasised the need for inclusive education for all South African learners. Despite this, students with disabilities still face huge challenges in being integrated into the arts and culture sectors at schools. For many years, dance has been limited to those without disabilities only. Disability and diversity in Dance Studies should, therefore, make up part of the curriculum, as it focuses on the body, its ability and limitations.

The National Curriculum Statement of the Department of Basic Education and Education White Paper 6 are sensitive to issues of diversity such as race, poverty, inequality, gender, age and disability. Despite these policies, students with disabilities still face marginalisation and lose out on opportunities of employment within the Arts. It is important that the challenges encountered by disabled artists are highlighted and that inclusion in the Arts is addressed in centres of learning.



Barriers to the implementation of inclusive dance education

The challenges encountered by persons with disabilities in society are premised on both epistemological and ontological assumptions, which frame disability as a problem within the individual (Oliver, 1990). Within this framework, disability is overwhelmingly regarded as a negatively valued identity, with associations of loss, damage and deficit (Goodley, et al., 2012; Oliver, 1990; Swain, et al., 2013). The commonly held logic is that this presumed loss makes persons with disabilities unable to participate in a range of social activities, including the economy, higher education, sport and leisure, and much else (Swain, et al., 2013).

Dance is a viable and enjoyable activity and a potential career for youth with disabilities, yet they face several barriers to participation and training (Aujla & Redding, 2013). Attitudinal barriers can come from young dancers with disabilities themselves, peers, parents and caregivers, educators, companies, audiences and critics. The performing arts are not typically perceived as a viable or appropriate activity, never mind a career, for persons with disabilities (Delin, 2002). Aujla and Redding (2013) found that aesthetic, attitudinal, training related, physical access and lack of knowledge and information about opportunities to dance were the most prevalent barriers in England.

Attitudinal barriers may lead to reduced aspirations, isolation, depression and low confidence and self-esteem. Young people may develop a negative attitude towards their bodies if they feel that their bodies are creating barriers to participating in their selected activities (Aujla & Redding, 2013).

A School of Dance graduate explained her experience of attitudinal barriers to dance:

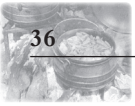
Dance has always been my life. Since the age of three I have always known that I wanted to be a dancer. Despite all the challenges I have faced after two car accidents, and having developed scoliosis of the lumbar spine, I have managed to push myself to the limits. Enrolling into higher education as a dance student was not easy. I had to audition twice before I got into the dance school. Throughout my time there I've always had to prove myself. I barely got to partake in shows due to the physical ability of my body. I've been judged by students and lecturers alike. I thought dance was supposed to be my outlet and place of healing, but instead I was battered more and more. Despite it all, I chose to do better and keep going. I had nothing to prove to anyone but myself. Today I am proud to have achieved my first qualification as a dance teacher and will continue to share my love for dance with others.

The student's description of her experience of being 'battered' and 'judged' by educators and fellow students is indicative of the negative impact of attitudinal barriers. Attitudinal barriers that hinder youth with disabilities from participating in the Arts should be challenged and changed through education and training. The concept of disability inclusion is not yet part of the set curriculum of centres of training and education nationally and internationally (Aujla & Redding, 2013). If the misconception is held that only people without disabilities can participate in dance, it may reinforce the related stigmatisation and stereotyping, and contribute to excluding persons with disabilities from dancing.

Other barriers to participating in dance may include that a student's type of impairment is not taken into consideration, or that the educator does not identify whether the student is experiencing challenges. For instance, a deaf student's needs and limitations are different to that of a blind student. Educators who are not equipped to teach students with special needs, and who are not skilled in understanding the impairments of students with disabilities, should identify their need for knowledge and skills and undergo additional training. Moreover, students with disabilities face challenges with adequate transport, financial costs and access to buildings.

It is important that dance inclusion is not only seen as a social or cultural activity, but also incorporated into mainstream education. It is important that integrated dance is introduced to learners at an early stage of their educational careers and that disability awareness becomes part of the curriculum. Early provision is necessary so that children become familiar with dance from a young age and subsequently find it easier to access mainstream options for further education (Schwyzer, 2005). Dance can be introduced to learners at primary school level as a cultural activity. Introducing disability as part of the dance curriculum to learners at that early stage would be beneficial and work towards eliminating barriers faced by dancers with disabilities in both mainstream and social organisations. Educational strategies should focus on the right to participate in the Arts, thereby reverting the focus from the disability and eliminating negative attitudes at a very early stage in a child's life. A similar strategy could be rolled out and integrated into secondary and higher education centres. Inclusive education will give dancers with disabilities an equal opportunity to pursue a career within dance, and not be left out due to the barriers they face. They would subsequently be able to access centres of higher education and, thereafter, opportunities for employment that would see them creating their own livelihoods.

Human development is the expansion of people's freedoms to live long, healthy and creative lives; to advance the goals they have reason to value and to engage actively in shaping development and sustainability on a shared planet. (UNDP, 2010).



Through exposure and training at the early stages of education, youth with disabilities can start mapping their career paths within the Arts.

Recommendations

It is vital that disability is understood as an individual impairment and a social justice issue. Through an integrated approach, barriers experienced by youth with disabilities in the Arts can begin to be eliminated. It is important that platforms are created where dancers with disabilities feel safe, respected and are seen as equals with their non-disabled counterparts. To contribute towards this goal it is recommended that:

- institutions of learning create a vibrant and effective teaching and learning environment, where learners with disabilities are respected and are seen as equal participants;
- educators are trained to become familiar with a variety of approaches to teaching learners with disabilities;
- educators motivate, support and encourage learners with disabilities to earn their respect;
- educators create enjoyable learning environments and include learners with disabilities in field studies and special activities connected with the teaching of the subject;
- educators focus lessons on inclusivity to address the diverse needs of learners with disabilities in the classroom; and
- greater visibility of dancers with disabilities should be reflected in the media.

Attitudinal barriers towards disability can be lifted by changing the view and mindset of learners. An integrated approach and creating an inclusive curriculum will ensure greater representation of youth with disabilities within the Arts. This will lead to more youth with disabilities entering institutions of higher education and going on to map out careers within the Arts.

Conclusion

Education is a fundamental right for all, and the establishment of integrated social, cultural and educational centres for Arts are vital for youth with disabilities and their development and integration into mainstream society. The creation of an inclusive curriculum is pivotal in ensuring the

integration of dancers with disabilities, starting from an early age, through to institutions of higher education. Establishing such centres would not only provide quality education to all children, but also be a crucial step in helping to change discriminatory attitudes, creating welcoming communities and developing an inclusive society.

Educators within special needs and mainstream schools often do not have the capacity or necessary understanding to integrate learners within the learning environment. It is therefore important that disability inclusion in training and awareness raising occurs in the educator training curricula of higher education institutions. Educators should be encouraged to promote a more inclusive approach by engaging, collaborating and integrating artists with mixed-abilities to inspire more inclusivity and equal opportunities for all. It is also important that appropriate plans are put in place alongside workable monitoring systems that will speak to the requirements of the CRPD. With continued perseverance and determination within organisations, students can break down societal barriers and eliminate negative attitudes towards differently abled dancers. Youth with disabilities would have better opportunities in accessing higher education and pursuing a career within the Arts to bring about sustainability and to lead meaningful lives.

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Chapter Three

Food Sovereignty, Decent Work and Disability Inclusion in the Agricultural Sector

**Looks Matoto, Tina Mdlalose, Thapelo Ngwenya
and Mbali Ngcamu**

The history of persons with disabilities in terms of economic participation, decent work and food production, has been characterised by disability exclusion and seeing persons with disabilities as consumers rather than producers of food. It has never been thought that persons with disabilities could participate in food production activities, especially agriculture, whether on a small or massive scale. This illustrates the perception that persons with disabilities are seen as lacking capacity to do decent work for their own livelihoods. Seen as recipients of grants only, the issue of decent work and entrepreneurial participation was not considered a possibility. Persons with disabilities, as a result of this history of exclusion and marginalisation, are the most poverty stricken group in society (Palmer, 2011). Elwan (1999) states that poverty and disability are interlinked. The vulnerability of persons with disabilities to poverty is due to social exclusion, lack of decent work opportunities and lack of skills, which exacerbates the issue. Those who become disabled are likely to lose their jobs, and those born with disability are even more likely to be unemployed, which increases their chances of being unable to secure food. Those who experience poverty could also be prone to preventable diseases and malnutrition, which could result in disability (Palmer, 2011).

Poverty is measured by lack of access to basic needs such as employment, security, housing, food and sanitation (Palmer, 2011). We live in a time where everything costs money and requires people to have a basic income

to be able to meet and access these basic needs. Through education, persons with disabilities may be able to access healthcare services, facilities and assistive devices that would enable them to secure employment and basic income, and escape poverty. One way of turning this situation around is to place persons with disabilities at the centre of food production through education.

Disability is an issue of social justice and identity politics, and should not be viewed as only a medical or health issue (Cramm, et al., 2013). There is a great need to develop inclusive education curricula at vocational training colleges, to increase the number of skilled youth with disabilities that can be integrated into the job market. We need to build a society where impairment is not a factor determining social destiny.

Policy context to foster inclusive education

A number of international and national policies can facilitate the inclusion of persons with disabilities into education and work.

Article 27 (Work and Employment) of the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006) states that persons with disabilities have the right to work and enter the labour market regardless of their disabilities. Furthermore, persons with disabilities should have access to training programmes, placement services, and vocational and continuing support (UN, 2006). South Africa has legislative frameworks that support the needs of persons with disabilities and a progressive Constitution that protects the rights of persons with disabilities. South Africa adopted the CRPD, of which Article 8 promotes inclusive and sustainable economic growth, full and productive employment, and decent work for all; Article 9 access to information, systems and services; Article 20 personal mobility; and Article 24 the right of persons with disabilities to education without discrimination; and Article 27 the right to work. In addition, South Africa ratified the United Nations Sustainable Development Goals (SDGs). Goal 8 states: 'Promote inclusive and sustainable economic growth, employment and decent work for all'. SDGs will be attainable if they are institutionalised by government and become part of all ministers' performance appraisals.

The Education White Paper (Department of Education 2001) outlines the Department of Basic Education's intention to transform the education system to promote equality and quality education, and to respond to the diverse needs of learners with disabilities. After basic education, technical and vocational education and training (TVET) centres and further education and training (FET) colleges should provide access for learners with disabilities to ensure they gain knowledge to be able to enter decent employment.

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs that stimulate the economy without harming the environment. Job opportunities and decent working conditions are required for the whole working age population, including persons with disabilities. Institutions of higher learning should set the pace for inclusion in society by producing leaders who understand disability as an issue of diversity, social justice and development. This can only be achieved by producing curricula that are alive to current trends and teaching research (Cramm, et al., 2013).

Persons with disabilities are disproportionately represented among the poorest segments of society and lack equal opportunities to improve their living standards (Schulze, 2010). A study in Botswana revealed that disabled youth's transition to sustainable livelihoods after graduating from high schools are limited (Schulze, 2010).

Inclusive education

Education has been identified as an important determinant of economic growth. Higher levels of educational attainment lead to a more skilled and productive workforce, producing more efficiently a higher standard of goods and services, which, in turn, form the basis for faster economic growth and rising living standards. As progress is made towards universal primary education, stimulated by Millennium Development Goals, it will improve the economy in terms of reducing poverty (United Nations, n.d.).

The provision of education for learners with disabilities is included in the Constitution of the Republic of South Africa (1996). Section 29 the Bill of Rights states that everyone has a right to education, including basic education, inclusive education, basic adult education and further education, which the state, through reasonable measures, must make progressively available and accessible. This is an indication that, regardless of disabilities, youth should have access to education from primary to tertiary level. This means that every citizen, including persons with disabilities, should not be discriminated against, marginalised or excluded from the education system.

The education system should cater for the needs of all learners in the country. By catering to the needs of persons with disabilities in the education sector, especially the FET sector, their opportunities of receiving decent employment and entering the entrepreneurship market will contribute to their basic needs and human rights. FET colleges should also promote equitable and accessible education for youth with disabilities.

Many children with disabilities on the African continent face barriers to



education (African Child Policy Forum [ACPF], 2011). In the South African context, this has resulted in a massive exclusion of children with disabilities from education. Despite the development of an inclusive education policy to address such exclusion, one of the issues that hampers progress is the lack of teaching skills in adapting the curriculum to meet a range of learning needs (Chataika, et al., 2012). This highlights the need for frameworks that empower teachers with the necessary skills to cater for learners with diverse needs. Universal Design for Learning (UDL) is one such framework that conceptualises and addresses the need for a more flexible curriculum designed to lower the barriers and enable learners with widely varying needs to be included in the learning process (Brand, et al., 2012; Dalton, 2005; Hall, et al., 2003).

Youth with disabilities are often excluded from participating in education, employment and community life, which deprive them of opportunities essential to their socio-economic development, health and wellbeing. Educational service provisions and participation in extra-curricular activities related to sport, art and recreation within the school environment presents an opportunity for learners with disabilities to change these negative perceptions in a non-disability specific context while developing skills and talents to aid participation (UN, 2006).

The rationale for the transition services focus is an understandable justification as research has shown a correlation between creating an accessible school environment and an increase in students' academic achievements (Stodden, et al., 2003). A tertiary qualification is said to increase employment opportunities for all youth, and more so for those who are disabled. Since the problem is deeply rooted, it requires transition strategies to improve access to school environments, and a focus on opportunities for skills development and training to facilitate employment or entrepreneurship.

Disability inclusion in the curriculum: facilitating access to decent work in the agricultural sector

At the centre of all economic activities, educational participation and the desire for decent work is the quest to be food-secure and have the ability to provide food for families. While involvement in agriculture is not the only means to achieve food security, it has food security at its centre and could offer opportunities for decent work for youth with disabilities (International Labour Office, n.d.) Education is a key factor in facilitating and stimulating entrepreneurial interest and preparing people to take up decent work. For a long time, teaching and learning were designed in an exclusionist manner without thought about disability inclusion (Cramm, et al.,

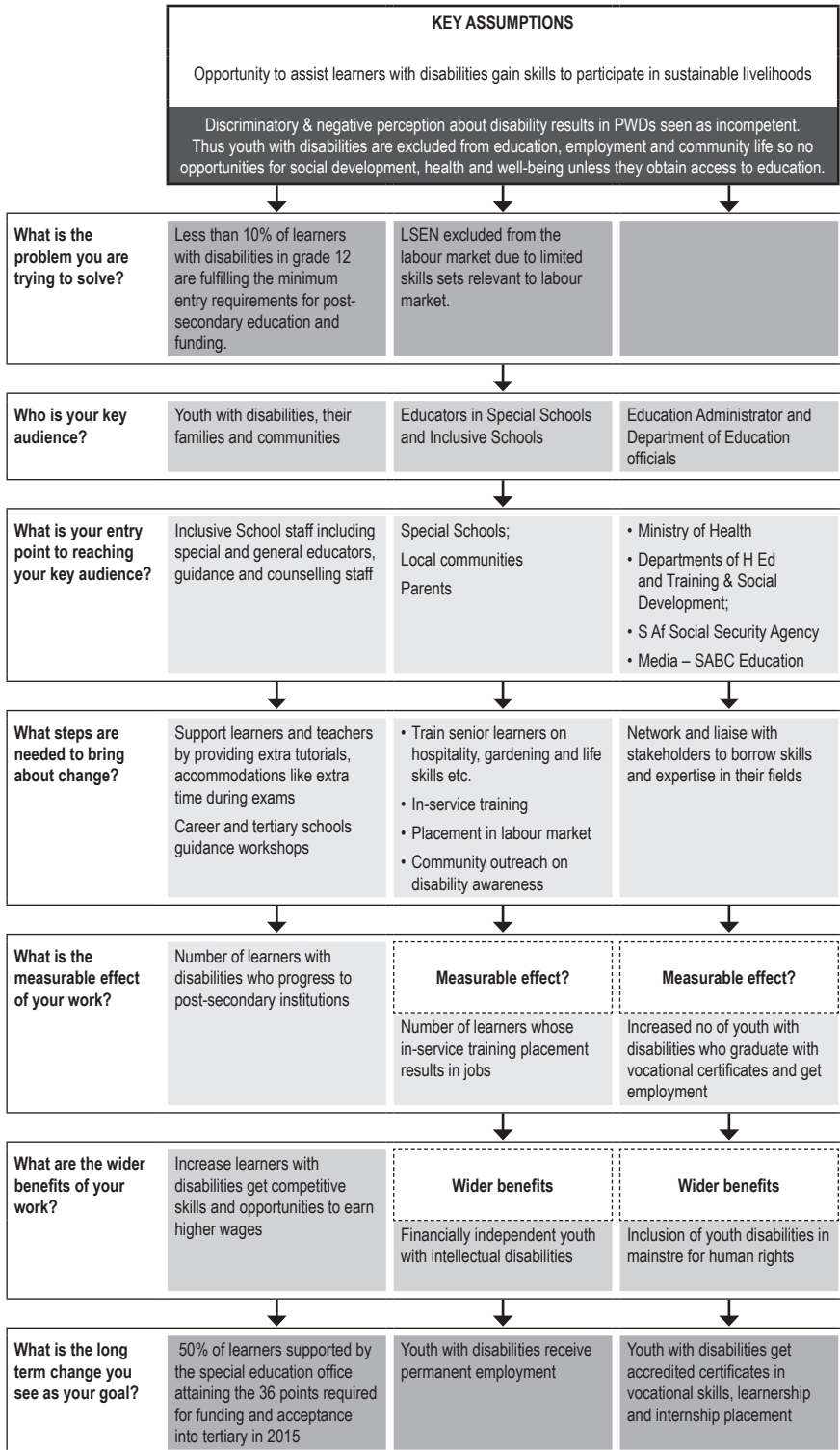
2013). Agricultural colleges and institutions of higher learning could make a concerted effort to strive for disability inclusion in their curricula so that decent work can be achieved. These institutions could then produce graduates who could become agricultural extension officers specialising in various areas of crop and animal production. Some of these graduates could become farmers, while others could do consultancy work with farmers on behalf of agricultural departments (Cramm, et al., 2013). In the field, graduates will come into contact with farmers with disabilities and they should be properly capacitated to deal with the challenges they face, and the knowledge that youth with disabilities can participate in agriculture successfully when reasonable accommodation is provided. Disability inclusion at agricultural colleges can prepare students to include farmers with disabilities into their plans. The recruitment of students with disabilities, who could interact farmers from a position of disability understanding through their own lived and learnt experiences, is another strategy to consider.

Agribusiness is a sector that youth with disabilities have not had an opportunity to explore (International Labour Office, n.d.) There is a perception that persons with disabilities cannot be food growers due to their impairments. However, with adaptation and reasonable accommodation (for example, if tractors are made accessible and can be designed for wheelchair users), farming would be a possibility. Youth with hearing, psychosocial and intellectual impairments can work on farms. Persons with disabilities could also organise themselves into cooperatives where each contributes his or her strengths.

SDG 1 is about ending poverty in all its forms globally. Access to education plays a big role in the fight against poverty and agricultural colleges are ideal places to enable this goal if, as a starting point, they adopt a disability-inclusive curriculum for animal and crop production. There have been stereotypes that portray agriculture as unsuitable for persons with disabilities as it is labour intensive. However, there are new ways of doing agriculture which are not labour intensive. A disability-inclusive approach would help lecturers and college management with increasing their disability knowledge and awareness.

Educators can be better equipped to teach students with disabilities if they receive training in their special needs. They would thus undergo a period of changed thinking to practice a new way of teaching. The Theory of Change (Funnell & Rogers, 2011) could be used to facilitate the transition. Equity is an important factor for educators of students with disabilities to ensure that they are treated in the same way as any other student.

FIGURE 1: THEORY OF CHANGE FOR INCLUSIVE EDUCATION (NGWENYA, 2015)



A curriculum that is disability inclusive is relevant to agricultural colleges and departments because persons with disabilities could make a major contribution in the area of food security. Since the Department of Agriculture is charged with the responsibility to ensure food security, and given that persons with disabilities are the most poverty stricken group in society, disability inclusion should become an integral part of curricula.

Decent work

The notion of decent work for persons with disabilities is a new phenomenon. Decent work includes productive work opportunities for a fair income, work security, and is facilitative of social integration (International Labour Organization, n.d.). The call for employment of persons with disabilities in decent work has been declared by the International Labour Organization and in the CRDP (UN, 2006), partly in response to the fact that persons with disabilities were traditionally occupying low-paying jobs in very poor conditions. Blind people have been prisoners of switchboards owing to their excellent memory and ability to identify people by their voices. However, switchboard work is not the only work that blind people can do. Previously, when people talked about disability and work, the term ‘decent’ never entered the conversation. It was only mentioned when people talked about women and work.

Recommendations

- Certificates awarded to youth with disabilities exiting special schools should be accepted by FET colleges.
- Admission criteria should allow learners with disabilities exiting from special schools to register for study programmes.
- Create capacity building, which will allow youth with disabilities to create their own job opportunities through their own businesses and organisations.
- For guidelines on developing an inclusive curriculum, the authors recommend lecturers and management of agricultural colleges and other institutions of higher learning consult Education White Paper 6 on special needs education, the UNCRPD and Disability Catalyst Africa Series 4, titled ‘Beyond “if” to “how”: Disability inclusion in higher education’.
- The approach to sustainable goals should differ from the approach to Millennium Development Goals. Government needs to institutionalise sustainable goals by ensuring they become part of ministers’ performance

appraisals, as well as those of Director Generals and heads of departments in all provinces, as a way of ensuring they are consistently implemented and monitored.

- A tool needs to be developed to monitor the implementation of these goals.
- Government budgeting processes should be informed by sustainable goals, and there should be access to financial assistance to facilitate business start-ups by persons with disabilities.
- Higher education should be targeted to develop a disability inclusive curriculum that includes sustainable goals and becomes a vehicle for achieving decent work.
- Organisations championing persons with disabilities should develop awareness of opportunities and campaigns to facilitate access to and participation in programmes that will ensure government does not neglect and exclude persons with disabilities.

Conclusion

The harsh reality is that most persons with disabilities are still largely excluded from meaningful participation in society and decent work. In this paper, the authors have argued that inclusive education for children and youth with disabilities, and the facilitation of transition to access to higher education, would lead to decent work opportunities. This argument is illustrated by opportunities for inclusion of persons with disabilities into the agricultural sector, with food security programmes in farming seen as an opportunity for persons with disabilities to obtain decent work. Higher levels of educational attainment lead to a more skilled and productive workforce. Persons with disabilities have the right to economic wellbeing through decent work.

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Chapter Four

Creating Inclusive Curricula for the Deaf Community: Challenges for Organisational Psychology

Ncediwe Mdlulwa

Deaf people are among the most marginalised groups in society owing to their inability to communicate with the hearing world (Peter, et al., 2008). This situation is further exacerbated by the absence of education and training for deaf people. The field of organisational psychology aims to enhance and develop human capital and career opportunities for all people (Erasmus, et al., 2010). However, it seems that the deaf community is excluded from its curriculum. Language and literature departments at one higher education and training institution offer 11 language majors for the 11 official languages in South Africa, but South African Sign Language is not part of its curriculum. The Department of Higher Education and Training states that learning an additional language makes people more employable, creative and boosts their confidence, yet higher education and training courses have not been adapted to be inclusive of deaf people (Glaser & Lorenzo, 2006).

The 2030 Agenda for Sustainable Development, which includes a set of Sustainable Development Goals (SDGs), aims to eradicate poverty in all its forms and dimensions (United Nations, 2012). Palmer (2011) believes

that poverty is one of the greatest global challenges and that eradication of poverty is a central requirement for achieving sustainable development. SDGs provide collaborative actions to reduce poverty, improve health, and address educational and environmental challenges (Wolbring, et al., 2013). This paper proposes possible approaches to designing an inclusive curriculum for the deaf community that will address its underrepresentation in higher education in South Africa.

Motivation

Organisational psychology is a broad field with many sub-disciplines, one being the recruitment and selection of potential candidates for job placements in the workplace. The aim of the field is to develop human capital, including training and retaining people in the workplace. Furthermore, organisational psychology, also known as industrial psychology, focuses on human resource initiatives, such as attracting and retaining scarce and critical talent, and encouraging adherence to employment-related legislations (Erasmus, et al., 2010).

The underlying goal is to modify the work environment so that it is more compatible with the characteristics of human beings. Thus, obtaining a better fit between humans and their work-related activities is an imperative element in organisational psychology. However, it is evident that the deaf community is underrepresented across various institutions in South Africa. Subsequently, organisational psychology curricula currently exclude provision for the education and training of deaf people. This is contrary to the belief that organisational psychology and research in the field has evolved to address the changing needs of societies and organisations, including dealing with the demands of globally and nationally changing contexts (Riggio & Porter, 1996).

The exclusion of education for deaf people in organisational psychology may result in excluding people with scarce and critical skills and talent. Furthermore, it contributes to non-compliance with employment-related legislations. The deaf community is characterised by people with talents and abilities who have rights and entitlement to education and employment. Transformation can never be achieved without considering people with disabilities, including deaf people.

By including deaf people, organisational psychology could be developed to achieve person–environment fit and person–career fit, within the specific organisational context, if they were taken into consideration during recruitment and selection processes. Deaf people may be better able to perform certain tasks than individuals from the hearing world. An attitudinal shift is

vital, particularly in the manner in which deaf people are perceived.

‘Historically, disability has been perceived as a medical issue in which marginalised individuals were being excluded from attaining opportunities of economic, social and political development’ (Lorenzo, et al. in Watermeyer, et al., 2006). In contrast, the social model approach holds the view that disability is a problem located within society rather than within individuals with disability. An impairment has been defined as an ‘individual limitation’ and disability as ‘socially imposed restriction’ (French, cited in Swain, et al., 1993). The marginalisation of persons with disabilities contributes towards underdevelopment, unequal access to resources and lack of service provision (Peter, et al., 2008). In addition, Glaser and Lorenzo (in Watermeyer, et al., 2006) acknowledged that deaf people encounter major challenges, such as low levels of literacy and high dropout rates, due to the punitive practices arising from the education system during the apartheid era. Palmer (2011) articulated that low levels of literacy resulted from past educational practices in schools for the deaf community.

Glaser and Lorenzo (in Watermeyer, et al., 2006) state that this followed a process of oralism, in that deaf people followed spoken language. There was thus discrimination towards those with special needs in the education system, in addition to discrimination based on race. This led to high exclusion from education, especially for black learners with disabilities. The curriculum was inappropriate to prepare learners with disabilities for decent employment opportunities. The Constitution of the Republic of South Africa (1996) stipulates that ‘everyone’ is entitled to have the right to education and employment, yet the school structure, education system, policies and curricula were designed to accommodate learners without disabilities. This lack of access to education also led to the problem of delayed schooling due to parents’ helplessness in responding to the needs of their children’s impairments at an early age. Consequently, a deaf child would typically only start schooling at the age of 12, when they should have been in the senior phase with their peers. At times, schools admitted children without knowing about their disabilities. This meant that teachers were unable to cater for the needs of these children. This was a challenge because deaf children were unable to progress at a young age. It could be further exacerbated if parents were ignorant, illiterate and lacked understanding about disabilities.

These challenges have detrimental effects, resulting in lack of access to decent work, leading to poverty. Palmer (2011) states that there is a cyclical relationship between poverty and disability, in that lack of access to education leads to poverty. Poor people in general have limited access to education, due to lack of access to information and financial resources, resulting in incapacitation (Yeo & Moore, 2003). Moreover, this incapacitation is

exacerbated by the lack of funding from government departments, which is a major challenge. As a result, deaf people are perceived to be only capable of handcrafts and sewing jobs, which in turn narrows their opportunities for obtaining decent work. Yeo and Moore (2003) perceive poverty as a multi-dimensional issue caused by deprivation of opportunities and basic needs. Education is a basic need and a right for all people. A lack of these basic needs may act as a hindrance to acquiring a better quality of life. This would also result in hunger, unemployment, homelessness, illness and poor health care, powerlessness and victimisation, and social injustice, thereby diminishing human dignity. Yeo and Moore (2003) assert that persons with disabilities are more likely than others to experience high rates of poverty. If deaf people are treated equally, they would add value to sustainable economic and social development endeavours.

The Integrated National Disability Strategy (Government of South Africa, 2007) states that school-going aged learners with disabilities were positioned outside the general education and training system. This is further exacerbated by the attitudinal barriers that negatively affect learners with disabilities as they are perceived not to have a future within the education system. Thus, deaf people are underrepresented at higher education, given the assumptions that disabled learners will not succeed at the higher education level. It is assumed that they will not cope with particular courses that include fieldwork, and are regarded as not meeting inherent requirements. South African institutions of learning also hold the belief that they do not have sufficient resources to assist them to provide for the needs of learners with disabilities. This leads to the problem of institutions of higher education and training in South Africa not providing reasonable accommodation for students with disabilities.

The current unemployment rate in the deaf community is an alarming 75% (Bhana, 2007). At present, there are 47 schools catering for deaf learners in South Africa. However, out of these, only 10 offer education to Grade 12. Consequently, the majority of deaf learners leaving school are prevented from pursuing tertiary education. Furthermore, the current education system is inhibiting deaf learners' ability to read and write proficiently, which is the way in which many are educated. Only 14% of teachers in the deaf education system use South African Sign Language at a proficient level (Bhana, 2007). Typically, learners in the deaf education system are taught by a person who is not fluent in South African Sign Language. The impact of deaf learners not being taught in their own language further contributes to their inability to communicate adequately. Consequently, the majority attempting to gain entry to the South African workforce are unsuccessful. It is for this reason, that the implementation of inclusive curricula and representation of the deaf community is vital in South African education.

Challenges in organisational psychology training

Organisational psychology has deficiencies in its general aims of benefiting the economic wellbeing of the organisation and society by excluding deaf people. Although they are concerned with people functioning effectively in relation to their working environments, deaf people are excluded in attempts to achieve these aims and processes. There are persistent inequalities in employment of persons with disabilities despite the existence of the Employment Equity Act (1998). Inadequate human resource management policies do not recognise the need for reasonable accommodation or personal assistance for staff with disabilities. Despite human resources departments stating that they often consider infrastructural changes, changes to equipment and office adaptations to adhere to reasonable accommodation policies, they do not always take individuals' needs into account.

In South Africa, the research contributions of academics and practitioners are often not needs-driven and problem-orientated in the field of disability in organisational psychology (Muchinsky, 2006). It was highlighted that researchers appear to be mostly concerned about the quantity rather than the actual relevance of their research outputs (Schreuder & Coetzee, 2008). As a result, it is concluded that convincing arguments for disability inclusion are missing and the relevance of the research questions is perceived as inappropriate for disability inclusion (Schreuder & Coetzee, 2008). An unfortunate consequence is that disabled people have been excluded from opportunities to develop research methodology (Davis, 2011). Hence, disabled people have not been seen as experts in research processes.

Activities in organisational psychology include promoting job satisfaction, motivation, decision making, communication, power, and leadership development and training (Muchinsky, 2006). However, the deaf community is excluded from participating in decision-making processes. Deaf people are not believed to be leaders in development as a result of exclusion from opportunities within the society. It is safe to assume that, in the workplace, deaf people also experience job dissatisfaction and lack of motivation if no transformation is evident. These challenges largely resulted from the underrepresentation of deaf people in higher education and training, and in decent work.

Recommendations for education

Organisational psychology training has a particular interest in the human resource areas of expertise. This expertise includes recruitment and selection, training, appraisal and review, vocational guidance and career development (Muchinsky, 2006). It is imperative that organisational psychology



training provides recruitment and human resource services that include the needs of deaf people in its curriculum. The status quo needs to be challenged by establishing how the development of human capital, particularly for deaf people, can be achieved. Training of human resource practitioners needs to include methods for assisting co-workers to interact with deaf people if they are to achieve their mandates in the workplace.

South African Sign Language should be a compulsory language taught in all schools from primary to higher education level, and must be situated in the curriculum. It should not just be that Sign Language is taught, but it should include learning about the deaf culture in society and sensitisation to deaf people. Sign Language should be learned in such a way that people without disabilities are able to have meaningful conversations with deaf peers.

In schools, deaf learners should be included in extramural activities such as sport and recreation. These could include dance, swimming, soccer and music. Teachers from primary level up need training about disabilities and workshops pertaining to deaf learners. Teachers are at times given generalised training about disabilities, which lacks in-depth knowledge and content. As disabilities vary – for example, a deaf person needs Sign Language interpreters while wheelchair users need a wheelchair ramp to access a building – training should be directed towards specific disabilities. Deaf people must be included in teaching and learning. For instance, deaf people can be included in planning training for teachers by expressing their needs and being part of solution-generating processes. It is also imperative that teachers think about good communication strategies during implementation, including providing classroom adaptation strategies that ensure success for deaf students and those with other hearing impairments.

Recommendations for the workplace

Reasonable accommodation of deaf people is an important element and refers to any change in the work environment, or to the way things are done that allows persons with disabilities to apply for decent work, perform a job function and enjoy equal access to benefits available to co-workers. Furthermore, access to South African Sign Language interpreters will be required for staff appraisals, meetings, and training and disciplinary hearings, in addition to access to qualified, experienced deaf staff members who could assist deaf workers.

Monitoring the development of disability inclusion

The discussion on monitoring disability inclusion which follows relates to

all people with disabilities. However, this group includes deaf people and the monitoring methods are thus applicable.

The Logic Model is a monitoring tool for disability inclusiveness (Innovation Network, 2015). Futija (2010) pointed out that the Logic Model is a tool to plan and keep track of a programme's performance. It helps to communicate the progress and value of the programme to all stakeholders.

Structures such as networks for disability and district forums can be useful tools for monitoring inclusive education for deaf people. Community rehabilitation workers (CRWs) can assist in the formation of disabled people's organisation (DPOs) to enable their political development. A well monitored government action plan is advised. Deaf people must form part of the development process because no progress can be executed without them. Thus, the establishment of partnerships with government, DPOs and non-governmental organisations (NGOs) would assist in ensuring that development is included in the sustainable development agenda. Government departments also fulfil a monitoring role.

The World Health Organisation's International Classification of Functioning, Disability and Health (WHO, 2001) is a universal and flexible tool that comprises the interaction of contextual factors and health conditions. It focuses on monitoring participation, the equalisation of opportunities and universal accessibility. The classification is a tool that could also assist in policy development. Meaningful participation is pivotal and would diminish any possible form of discrimination. Participation is also reflected in Article 32 (International Cooperation) of the United Nations Conventions on the Rights of Persons with Disabilities (CRPD) (UN, 2012). Access to data and statistics assists in ensuring that the developmental programmes are targeting the areas of greatest need (Peter, et al., 2008). The classification could also assist in collecting data and act as a guiding tool for monitoring disability inclusivity (WHO, 2010). Peter, et al. (2008) states that the data obtained would assist in the implementation of the CRPD at local, national and international levels.

The human-rights based approach involving policy making in the workplace could ensure that persons with disabilities are included in development processes (Albert & Hurst, 2004). Government departments should strive for the inclusion of persons with disability into mainstream society as they have to comply to the notion of employing at least 2% of persons with disabilities (Dube, 2005). This can be monitored by encouraging government to develop an action plan for monitoring indicators across all government departments. There should be structured forums in place, such as employment equity forums, which focus on appointing persons with

disabilities. Furthermore, disability should be mainstreamed in their policies. Government departments should obtain buy-in from top executive and management levels to the lower levels of management, and should provide training on inclusion for employees. A champion, such as the Premier, should be identified to advocate for the mainstreaming of disability to reach the equity target for persons with disabilities.

Conclusion

In conclusion, the deaf community is one of the most marginalised and least visible groups in higher education and training in South Africa. The field of organisational psychology should face its challenge of curriculum exclusion of deaf people. Organisational psychology could achieve its intended aims and outcomes by including the deaf community in its curriculum and training activities. The contribution towards transformation for an inclusive society can be advanced by including deaf people in opportunities of economic, social, education and political development. It is vital that opportunities for learning are established for deaf learners and students in schools and institutions of higher education. The development of disability should be monitored.

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Chapter Five

Monitoring Implementation of Safe Patient Handling to Prevent Disability or Further Injury to Persons with Disabilities

Ronel Jessen

Safe patient handling can prevent injury that could result in impairment or injury to persons with disabilities. The current worldwide focus on disability inclusion in society, poverty alleviation and the right to decent work for persons with disabilities provides a broad context for this paper. I argue that safe patient handling can prevent injuries such as falls that may result in impairments and that persons with disabilities do not suffer further injury. Health care providers and home-based carers need to be educated in safe patient handling and the implementation of safe patient handling should be monitored. This paper describes one method of monitoring education and implementation of safe patient handling for a non-governmental organisation (NGO). Application of the Theory of Change (Van Es, et al., 2015) is explained in a case of home-based carers who care for a person with disability who needs assistance with moving and transfers.

Rationale

The United Nations Convention on the Rights for Persons with Disabilities

(CRPD) (UN, 2006) and the United Nations Sustainable Development Goals (UN, 2015) can be viewed as guiding tools for implementing and monitoring disability-related practices. The guiding principles that underscore the Convention are set out in a series of articles, of which Article 1 states that the ‘purpose of the present Convention is to promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity’ (UN, 2006).

Articles concerning the safe moving and handling of persons with physical impairments imply that devices could be used to foster independent living (Article 19), personal mobility (Article 20), respect for privacy (Article 22), good health and health care services (Article 28), and access to habilitation and rehabilitation (Article 26). Article 26 further provides for promotion and development of initial and continuous training of health care providers dealing with persons with disabilities (UN, 2006).

Why safe patient handling?

Inclusion of safe moving and handling techniques, and mechanical devices, can facilitate independence for persons with impairment, the frail and older persons during their daily hygiene care, and can ensure safety transferring from a wheelchair to a bed. Safe patient handling is defined as ‘any activity requiring force to push, pull, lift, lower, transfer or in some way move or support a person or body part’ (International Organisation for Standardisation, 2012). Powell-Cope, et al. (2008) define safe patient handling as the application of evidence-based approaches to decrease the risks linked with manual patient handling.

Persons with disabilities have the right to dignity, worth and safety during activities of daily living such as lateral transfers (United Nations, 2006). Carers or health care providers have a duty to protect persons with disabilities by avoiding secondary injuries through falls or the development of pressure sores. Health care providers who move, lift or transfer persons with disabilities have the right to protect themselves against musculoskeletal injury. Further injuries in persons with disabilities, or secondary debilitating injuries in frail persons or the elderly, can be prevented by promoting education for carers and health care providers. Education in safe patient handling will thus benefit both the receivers and providers of health care.

Common activities that may lead to impairment or injury are transfers such as moving a person between the bed, wheelchair, shower chair or toilet. Other activities are training in or supporting walking, during nappy changing on the bed, horizontal transfers from bed to a wheelchair, or lifting a person

after falling. The leading cause of accidental injury is carers dropping a person during a transfer, while falls are the second highest cause of accidental or unintentional injury worldwide (World Health Organisation, 2012). For nurses and health care providers, transfer situations have the highest risk for resulting in musculoskeletal injuries (Skoglund-Ohman & Vayrynen, 2013).

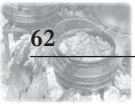
Safe patient handling is the application of evidence-based approaches that reduce the risks related with manual patient handling (Powell-Cope, et al., 2008). Inclusion of safe moving and handling training, and information on the use of mechanical devices, can facilitate independence for persons with physical impairments and protect health care providers from injury.

Biomechanical and epidemiological studies found that manual caring for patients is a high risk for musculoskeletal disorders in nurses (Rockefeller, 2008). Patient-handling events, such as transferring and repositioning, result in high physical loads on the structures of the musculoskeletal system. Awkward positions, including bending or reaching over beds or chairs, repetition of tasks and carrying heavy loads are key factors for work-related musculoskeletal injuries (Bernard, cited in Rockefeller, 2008). Musculoskeletal injuries include a range of inflammatory and deteriorating conditions that affect the muscles, tendons, ligaments, joints, peripheral nerves and supporting blood vessels, resulting in aches, pain or discomfort (Tinubu, et al. 2010). Lower back pain is a common result of injury in health care workers, and is the most common cause of early retirement due to ill health, absence due to sickness, changing jobs and a decrease in the speed of work. (Sikiru & Hanifa, 2010; Omokhodion & Sanya, 2003).

Education on safe patient handling for health care providers and care givers

The best place for health care providers and home-based carers to learn about safe patient handling is in the practical situation, interspersed with teaching sessions to provide knowledge and facilitate discussion for deeper understanding. The action learning cycle is regarded as an effective teaching and learning methodology for adult learners, and will be appropriate for the education of home-based carers and health care providers. Action learning is characterised by a cyclical model of action consisting of the stages of action, reflection, learning and planning (Taylor, et al., 1997).

Two educational scenarios that are applicable for South African health care providers and home-based carers are envisaged. The first scenario is an institutional setting where health care providers work with persons with disabilities, persons who are temporarily disabled, the frail and the elderly. An assumption is that financial constraints will not impede the acquisition



of costly equipment. In an institutional setting, devices that are obtained commercially are applicable and the curriculum content should include evidence-based methods of using mechanical devices. Commercial mechanical devices include overhead lift systems, manual lifters, high-low electric beds and smaller transfer assistive devices such as sliding boards, sliding and handling sheets and belts for handling, lifting or gait assistance.

The second scenario, which is more prevalent in South Africa, is a community-based example of a low-income home-based carer who tends to a person with an impairment at home. Such home-based carers will benefit by gaining knowledge and skills of avoiding secondary injuries associated with manual transfers (Nelson & Baptiste, 2004). For a home-based carer, manual patient handling and low-cost handling techniques will assist in actions defined by WorkSafeBC (2005) as lifting the whole or a large portion of the person's weight manually. To avoid injury, these methods include the accurate use of correct body ergonomic principles and low-cost or homemade assistive devices, such as those mentioned above. Education of home-based carers in community settings may be undertaken by NGOs.

Institutions and NGOs can be assisted with implementation of safe patient handling through the use of monitoring tools.

Monitoring implementation of safe patient handling

For the purpose of describing an approach to monitoring the implementation of safe patient handling, a case of a NGO in a community-based setting will be used. While certain related articles of the CRPD (UN, 2006) can be considered indicators of when successful implementation is reached, other monitoring tools such as the Theory of Change and the Logic Model (Funnell & Rogers, 2011) are used to monitor implementation of disability related practices.

Use of the Theory of Change (Van Es, et al., 2015) can help the NGO to plan and evaluate their implementation of safe patient handling by defining long-term goals and then mapping back the short-term tasks that will be needed for change to occur.

The NGO first identifies the desired long-term goal – in this case, that all home-based carers in a specified geographical area practice safe patient handling competently. Next, the NGO works back and identifies the short-term outcomes that will lead to the long-term goal. These steps are contained in a framework indicating what type of activity or intervention will lead to the outcomes. For example, the short-term aims or steps may include advertising the programme and recruiting home-based carers of persons

with disabilities. Another early short-term aim might be to recruit and train community based workers (CBWs) who can supervise and monitor implementation of safe patient handling in the home. After establishing a venue and time, the first session would be to provide information on what safe patient handling is and how they and the person they care for will benefit from safe patient handling. Future meeting dates and times are negotiated. After the first session, home-based carers are required to identify situations of moving their disabled person.

During the next session, methods of ergonomical back protection are discussed and demonstrated. Home-based carers identify and select practical assistive devices that would help them in their situation. Before the next session, caregivers practice the selected safe patient handling methods at home and then return to a session to discuss how it went and resolve any problems they may have encountered. CBWs then visit the carers at home to discuss challenges and solutions by observing demonstrations of safe patient handling, and evaluating the effects for the caregiver and the person being cared for. CBWs report back to the NGO about the learning and implementation of safe patient handling methods. The NGO makes changes to the training programme where needed and records the feedback and implications of the feedback. During the next contact session, progress and benefits to the self and the person with disabilities are discussed. CBW follow-up a few times and report progress and problems to the NGO for continued evaluation.

At the next contact session, carers are trained to teach other carers about safe patient handling. The NGO continues to record feedback and implications of feedback. And at the last contact session, final feedback from the carers is obtained.

The NGO offers to operate as a support base for safe patient handling issues and a resource centre. The NGO could also serve as a first point of contact for advice should carers or persons with disabilities sustain injuries that may need referral to a health care provider, and assist with the referral process. The NGO then evaluates if long-term goal has been met. The NGO may share its model with other NGOs or other geographical areas. Thus, using the monitoring tool of the Theory of Change could assist in the education and implementation of safe handling for carers and persons with disabilities. The same process could be used in institutions that are able to purchase mechanical and high-end devices.

Conclusion

The argument of this paper is that safe patient handling can prevent injuries

that could result in impairment and that persons with disability do not suffer further injury. To achieve the implementation of safe patient handling for a group of health care providers or carers in communities, organisations such as NGOs can use monitoring tools such as the Theory of Change.

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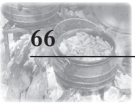
Chapter Six

Access for Youth with Disabilities into the Extended Public Works Programme for Poverty Alleviation

Elsonia Swarts

The preface of the *World Programme of Action for Youth* (United Nations, 1996:1) states ‘that imaginations, ideals and energies of young people are vital for the continuing development of the societies in which they live’. Persons with disabilities, especially youth and women, should also benefit positively from poverty eradication programmes. During South Africa’s apartheid era, vulnerable groups such as black people, women and persons with disabilities did not enjoy equal access to opportunities. Since the emergence of democracy in South Africa in 1994, government structures have strived to eradicate inequalities and made the commitment to have at least 2% representation of persons with disabilities in the public sector. In an attempt to provide practical guidelines to employers and employees, the Department of Labour issued *Technical Assistance Guidelines on the Employment of People with Disabilities* (2007). In addition to this commitment, the Department of Public Service and Administration issued *Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Service* (2009).

This paper looks at ways in which youth with disabilities can be included in government employment and skills-development programmes such as the Extended Public Works Programme (EPWP). Persons with disabilities are among the most marginalised groups, and are more likely to be unemployed,



unskilled and isolated from everyday activities in society due to infrastructural and attitudinal barriers.

The Extended Public Works Programme

The vision of the EPWP is to alleviate poverty and create skills and jobs through temporary job-creation programmes. The creation of the EPWP was announced in 2003 by the then President, Thabo Mbeki. It was launched in 2004 by the then Minister of Public Works, Stella Sigcau, as a strategy to alleviate poverty by creating work opportunities for unemployed people through temporary work on socially useful projects. The programme provides some basic training and work experience for participants (Department of Public Works, 2015).

The EPWP operates in four sectors:

- Raising the labour intensity of government-funded infrastructure projects under the Infrastructure sector;
- Creating work opportunities through the non-profit organisation (NPO) programme and community work programme (CWP) under the Non-State sector;
- Creating work opportunities in public environment and culture programmes under the Environment and Culture sector; and
- Creating work opportunities in public social programmes under the Social sector.

One of the first and most crucial goals of the Sustainable Development Goals (SDGs) is to eradicate extreme poverty (UN, 2015). Programmes like the EPWP aim to alleviate poverty and draw attention to the fact that employment and skills development are important factors in achieving this. In 2007, South Africa signed the United Nations Convention on the Rights of Persons with Disabilities (CRPD). According to Article 27(1) (Work and Employment): ‘States Parties recognize the right of persons with disabilities to work, on an equal basis with others; this includes the right to the opportunity to gain a living by work freely chosen or accepted in a labour market and work environment that is open, inclusive and accessible to persons with disabilities’ (UN, 2006). SDG 8 deals with the eradication of the inequality of unemployment by declaring the right to full, sustainable and decent work for all. Thus, employment and decent work opportunities need to be equal for people with disabilities.

Why youth with disabilities should be included in the EPWP

Bhatkal, et al. (2015) comment that, in order for governments to achieve the SDGs, they need to give attention to the specific obstacles faced by marginalised groups, which includes persons with disabilities. Since the vision of the EPWP is to alleviate poverty, persons with disabilities should be included in all of its activities and the programme should strive to reach the minimum 2% inclusive target.

Exclusion from poverty alleviation programmes add to the burden of poverty. Palmer (2011) highlights the fact that there is a close relationship between poverty and disability: poverty can cause or contribute to disability and disability can cause or contribute to poverty. Persons who live in poverty are less likely to be able to afford or seek adequate medical care, and are more likely to be undernourished, which could lead to disability. On the flip side, persons with disabilities are less likely to be employed and, when they are employed, usually earn less than the general population. They are also more likely to have extra costs for things like assistive devices, medical visits, accessibility related costs, all which can contribute to poverty (Palmer, 2011). This inequality gives an indication of how persons with disabilities are more affected by poverty and are indeed more likely to be among the poorest in society.

Mwendwa, et al. (2009) highlight the idea that ‘excluding people with disabilities from development and poverty reduction strategies leads to a loss of productive potential and income for people with disabilities and other family members. Therefore, the inclusion of people with disabilities is underpinned by compelling economic arguments, as well as those of human rights’. Thus, it is crucial to include persons with disabilities in all poverty alleviation programmes such as the EPWP.

Barriers experienced by persons with disabilities

Persons with disabilities have the right to decent work, but due to the stigma and discrimination attached to having an impairment they have been marginalized and mostly excluded. Infrastructure, attitudinal and communication barriers are amongst the core barriers that contribute to the exclusion of persons with disabilities in mainstream employment (Cramm, et al., 2012).

Infrastructure and buildings need to cater to the needs of different types of disabilities. For example, buildings should have ramps or lifts that cater for the needs of persons with physical impairments who have difficulty walking or who use wheelchairs. Being deaf or blind necessitates accessible



information and communication systems. These accommodations include the need to learn Sign Language in order to be able to communicate with deaf people. Lifts need voice prompts that could assist blind people in navigating their way through different levels of a building.

Case study

The Department of Public Works in the Free State, responsible for all government infrastructure in the province, needs to ensure that it makes all government buildings and infrastructure accessible for different types of disabilities. As stated in the *Policy on Reasonable Accommodation and Assistive Devices for Employees with Disabilities in the Public Sector* (2009), one of the objectives of disability management in the public service is to work in collaboration with the Department of Public Works to ensure public sector owned and leased buildings are accessible to all, in order to create a working environment that is free from discrimination, especially for people with disabilities. Ensuring accessibility for all types of disabilities could mean an increase in employment of persons with disabilities in the public sector. Different departments also need to collaborate to ensure they plan jointly for the inclusion of persons with disabilities. In reality, this means that departments need to participate in disability machinery meetings and design joint strategies to include persons with disabilities into mainstream work environments.

The negative attitudes of persons without disabilities also contribute to the isolation of persons with disabilities and pose a barrier to participation in work activities. Due to the physically labour intensive nature of most EPWP activities, such as building infrastructure including roads and government buildings, there is a belief that persons with disabilities would not be able to do the work. The need for reasonable accommodation of persons with disabilities leads to beliefs that hiring persons with disabilities will be costly, which is not necessarily always the case.

The provision of adequate education and skills at school level, and the transition to further skills development and learning, needs specific focus (Cramm, et al., 2013). In addition, the government policy for inclusive education (Department of Basic Education, 2005) is not yet being implemented successfully.

Courses in commerce and business sciences at institutions of higher learning

All courses offered at higher education institutions should incorporate

disability studies, because everyone seeking further education aims to be in the work environment after completing their studies. Being in the work environment means coming into contact with different people from diverse backgrounds, including those with disabilities. Incorporating disability studies into all courses will provide necessary information to students about disabilities that will enhance their understanding and create a mind-set that could lead to actions that assist in mainstreaming persons with disabilities.

Commerce and business science courses focus on providing students with a wide range of managerial skills and competencies. Graduates of these courses will enter the employment sector in their chosen professions and knowledge of disability will help to guide their decision-making relating to empowering persons with disabilities through decent employment.

Recommendations

The following recommendations may promote disability inclusion in the workplace:

- Universal design should be applied to make all infrastructure and buildings accessible to different types of disabilities. It would require education and training in universal design to be included in curricula of such professions as engineering and architecture.
- A budget for reasonable accommodation, such as assistive devices, should be available for human resources managers to ensure that work environments are conducive for persons with disabilities.
- Disability awareness campaigns should be conducted in commerce and business science education to ensure that employees and employers are knowledgeable about disabilities and disability rights.
- Government, higher education institutions and academic departments should collaborate with organisations representing persons with disabilities to highlight the need to create employment and disseminate information about employment opportunities in a way that is accessible for persons with disabilities.
- Monitoring and evaluation tools should be used to continuously monitor the implementation plans that are in place for the inclusion of youth with disabilities into work situations.

Conclusion

Poverty alleviation for youth with disabilities could be facilitated by their inclusion in the EPWP. Furthermore, an increase in decent work opportunities for youth with disabilities could be facilitated through educational means by including disability studies in the higher education curricula of professional programmes in commerce, business and the built environment.

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Chapter Seven

Learnerships: Enabling Inclusion for Persons with Disabilities into Employment

Rustim Ariefdien

The call for diversification and inclusion of all persons in society has been the central feature for the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006). The Constitution of the Republic of South Africa (1996) makes provision for the inclusion of persons with disabilities in the open labour market. This mandate is enforced through the Employment Equity Act (EEA) (Department of Labour, 1998) with guidance provided to employers through its Code of Good Practice on Disability in the Workplace (Department of Labour, 2001) and accompanying Technical Assistance Guidelines on the Employment of People with Disabilities (Department of Labour, 2007). Skills development is an enabler in the employment of persons with disabilities in South Africa. By providing persons with disabilities with the opportunity to be employed and to educate themselves further, the rate of poverty and inequality among persons with disabilities could be drastically reduced.

In this paper, the author will be taking a closer look at the empowerment of persons with disabilities from an international perspective based on the CRPD and the 2015 Sustainable Development Goals (United Nations, 2015). An overview of the relevant South African legislations will be given. Using these themes, the author will provide an outline of skills development and how a disabled people's organisation (DPO), Epilepsy South Africa Western Cape Branch, successfully facilitates employment for persons with disabilities through the Epilepsy Disability Employment Support Service (eDESS) programme.



International policy frameworks

CRPD Article 1 states that its purpose is to ‘promote, protect and ensure the full and equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities, and to promote respect for their inherent dignity’ (United Nations, 2006). The CRPD articles that are related to employment and skills development are Articles 5, 8, 9, 20, 24 and 27. Article 5 describes Equality and Non-discrimination and works on the principle that ‘all persons are equal before and under the law and are entitled without discrimination to the equal protection and equal benefit of the law’. Article 5 goes further and states that discrimination on disability should be prohibited in order to promote equality for all through the process of providing reasonable accommodation where needed. Article 8 describes Awareness Raising, which involves the raising of awareness of persons of disabilities, the capabilities of persons with disabilities, and combating stereotypes, prejudices and harmful practices.

Article 9 focuses on Accessibility with the aim to ‘enable persons with disabilities to live independently and participate fully in all aspects of life’. The article ensures that persons with disabilities in both rural and urban areas have equal access to information, the physical environment, transportation, health care, communication and services through the removal of barriers to accessibility. Article 20 describes Personal Mobility, which refers to effective measures that ensures the greatest possible independence for persons with disabilities.

Article 24 refers to Education and states that education is a right for all persons with disabilities, that there should be no discrimination and that education should be equal. This equality should be ensured through an inclusive education system at all levels, as well as through life-long learning, which also covers skills development. Article 27 focuses on Work and Employment and states that the ‘rights of persons with disabilities to work are recognized as being on an equal basis with others’. It includes the right to gain a living through work in a labour market that is open and inclusive for all persons with disabilities. It is important to protect and promote the rights of persons with disabilities through legislation, including those that acquire a disability during their employment.

Sustainable Development Goals

Sustainable Development Goals (SDGs) (United Nations, 2015) emerged from the United Nations Sustainable Development Summit held in September 2015. They are an intergovernmental set of aspirational goals. Although disability is not directly mentioned, it is implied in some of

the goals. Goal 1 aims to ‘end poverty’. Persons with disabilities are not economically active, therefore, very often they live below the country’s poverty line. Goal 4 is to ‘ensure inclusive and equitable quality education and promote life-long learning opportunities for all’. The goal thus aims to reduce poverty. Goal 8 states: ‘Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all’, which would further reduce poverty.

South African legislation

In South African legislation there are further policies that aim to eradicate poverty for persons with disabilities.

The EEA (1998) defines persons with disabilities and reasonable accommodation. The Code of Good Practice on Disability in the Workplace (Department of Labour, 2001) acts as a guide for employers and workers on promoting equal opportunities and fair treatment for persons with disabilities as required by the EEA. The objective of the EEA’s Code of Good Practice on Employment Equity Plans is to provide guidelines of good practice in terms of the requirements of employment equity, and for the preparation and implementation of an employment equity plan. This code is used as a guideline on how demographics are used to determine targets, including disability employment equity targets provided by Statistics South Africa (StatsSA). The Technical Assistance Guidelines on the Employment of People with Disabilities (Department of Labour, 2007) is intended to complement the Code of Good Practice on Disability in the Workplace and to assist with the practical implementation of aspects of the EEA relating to the employment of persons with disabilities.

In September 2014, StatsSA released its *Census 2011 Disability Report* (Statistics South Africa, 2011). It stated that the disability population stood at 7.5% of the total population. The World Health Organisation’s *World Report on Disability* (WHO, 2011) stated that 15% of the world’s population are persons with disabilities. It is thus evident that the South African statistics are half that of WHO statistics, which raises questions about the authenticity of the South African data. The South African disability population therefore seems under-represented.

According to the latest report of the Commission on Employment Equity (Department of Labour, 2015), disability employment equity increased from 0.9% to 1.2%, which represented an exponential increase of 30 000 new jobs, taking the total tally of those employed to 80 000.

TABLE 1: NUMBER OF EMPLOYEES BY BUSINESS TYPE

Business type	Total workforce	Number of persons with disabilities employed	Percentage of persons with disabilities employed
National government	157 365	3 018	1.9%
Provincial government	639 528	5 224	0.8%
Local government	174 679	2 220	1.3%
Private sector	5 162 074	56 550	1.1%
Non-profit organisations	437 946	5 716	1.3%
State-owned companies	173 758	4 634	2.7%
Educational institutions	273 531	4 237	1.5%
Total	7 018 881	81 599	1.2%

Source: Commission for Employment Equity, 2015, p. 18.

It is notable that the public sector outperforms the private sector when it comes to employment equity for persons with disabilities.

South Africa, like most countries, is also grappling with the challenge of youth unemployment. Youth unemployment in South Africa is estimated to be 36.1%, which is significantly higher than adult unemployment at 15.6% (Dlamini, 2014). From the scant data that is available on youth with disabilities, they are by far the hardest hit by unemployment. Among this group, unemployment is high at 87% among those aged 20–24 years and 79% among those aged 25–29 years (Dlamini, 2015). These statistics need to be read in conjunction with the latest unemployment figures released by StatsSA, which state that unemployment increased in the third quarter of 2015 to 25.5% (StatsSA, 2015). It is evident that persons with disabilities are at a disadvantage when it comes to employment in South Africa.

The Skills Development Act (1998) states that employers have to spend 4% of their skills development budget on persons with disabilities. Employers and non-profit organisations are able to apply for skills development funding from Sector Education and Training Authorities (SETAs) and the National Skills Fund, both falling under the management of the Department of Higher Education and Training. There are also other developmental funding institutions that fund skills development.

Companies are able to obtain two additional points on their Broad-Based Black Economic Empowerment (BBBEE) scorecard if they employ at least 2% black persons with disabilities. If they spend at least 3% of their annual skills budget on persons with disabilities, they are then able to score an additional four points. A company can thus earn a total of 6 bonus points for employing persons with disabilities.

Epilepsy South Africa Western Cape Branch (ESA WCB) was established in 1969 in response to the need identified by persons living with and affected

by epilepsy. The organisation's vision is to provide integrated services that are equitable, acceptable, sustainable and people-orientated, with and for persons with epilepsy and other disabilities, and all affected by epilepsy, to promote social justice (Epilepsy South Africa, 2015).

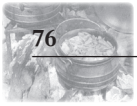
ESA WCB caters for all types of disabilities. Learners may have impairments in mobility, visual and hearing, intellectual and psychiatric/psychosocial, and epilepsy. In order for a learner to enter into the programme, they must be able to meet the criteria for host employment. Unjustifiable hardship is defined by the EEA's Code of Good Practice on Disability in the Workplace as an 'action that requires significant or considerable difficulty or expense and that would substantially harm the viability of the enterprise' (Department of Labour, 2007). In cases where the host employer claims unjustifiable hardship for a particular candidate, that candidate may not be accommodated in a learnership programme. Similarly, if training providers are unable to assist a certain type of disability, such a candidate will not be selected for the learnership, the training provider citing unjustifiable hardship.

ESA WCB employs qualified social workers, auxiliary social workers and occupational therapists, forming its professional support component, and numerous support staff. ESA WCB has a fully equipped training facility that is used by accredited training providers to deliver theoretical training on the skills development programmes. Besides ESA WCB's own programmes, the training facility is used by organisations for their own skills development programmes as the venue lends itself to reasonably accommodate learners with disabilities in training.

The Epilepsy Disability Employment Support Service (eDESS) programme falls under ESA WCB's Economic Empowerment Programme. eDESS provides persons with disabilities access to skills development and supports them into gainful employment. By empowering persons with disabilities through skills development and employment opportunities, persons with disabilities are able to support themselves, contribute to their families, community and society at large, and thereby break down some of the misconceptions society has of persons with disabilities. Persons with disabilities' economic empowerment has a ripple effect, enhancing their inclusion and participation in social and political aspects of society. Therefore, the focus of the ESA WCB learnership programme is an important vehicle for the empowerment of persons with disabilities.

Phases of the ESA WCB programme

The ESA WCB programme comprises three phases:



- **Disability consulting**

ESA WCB consults with employers to determine their disability employment needs. This service is to ensure disability compliance in the workplace, which includes assessment of the company's disability employment equity as stipulated by the EEA, Work Skills Plan and Annual Training Report, and the BBBEE scorecard. The outcome of this service is to move the employer towards the compliance regulations of the legislation discussed earlier.

- **Preparation**

The employer is prepared to employ persons with disabilities. ESA WCB assists the employer through disability sensitisation training for all levels of staff, universal access audits of all buildings and company systems such as their IT systems and human resource surveys.

- **Employment**

ESA WCB assists the employer in the employment of persons with disabilities. Permanent, temporary and skills development placements fall under this category. A full recruitment service is offered, which includes sourcing candidates, interviews and assessments, and induction and orientation of successful candidates.

Support

The employer and employee are supported in the employment of persons with disabilities. ESA WCB assists their clients with a mentorship programme that aids in the employer retaining the employee. Continuous support is provided to the employer's staff directly involved in the placement, aiding in a smooth transition and assimilation of the employee into employment.

Funding

DPOs have predominantly been funded by the Department of Social Development, National Lottery, Community Chest and other funders. Those DPOs that have protective workshops attached to them receive revenue from open labour market companies for the work they complete for those companies. The income generated from this has added substantially to the viability of ESA WCB as an organisation in that it raises valuable funding for training programmes (Epilepsy South Africa, 2015).

Successes of the ESA WCB eDESS programme

To date, the ESA WCB eDESS programme has facilitated the placement of persons with disabilities into employment with various employers; managed a project for 500 persons with disabilities funded by the National Skills Fund (NSF); and obtained funding from the Services SETA for 100 learners with disabilities. Furthermore, ESA WCB eDESS has facilitated the placement of 500 learners with disabilities in a project that was funded by one of the larger human capital companies in South Africa. They were placed at provincial government institutions and there are numerous opportunities in the pipeline.

ESA WCB has also facilitated host employment for 500 learners from TeleResources into the Western Cape Provincial Department. It is currently working with a training provider to source 100 learners for a Health and Welfare SETA adult education training programme.

ESA WCB has realised that, in order to address the minimal employment opportunities for persons with disabilities, skills development is an imperative. Through the organisation's social work case load, and other marketing channels, ESA WCB has maintained a database of candidates that are assessed and matched against opportunities identified by the organisation. Once identified, a candidate is further assessed for entry into a specific programme and is exposed to work-readiness programmes such as financial management, coping skills for the work place, compiling CVs, and so forth.

On a skills development programme, ESA WCB's support continues through constant and continuous assessments. These assessments are part of ESA WCB's reasonable accommodation methodology used to assist learners through theoretical learning processes at the designated training provider as well as experiential learning that takes place at a host site. The evaluation takes the form of one-on-one assessments, which includes psychosocial interventions, and group assessments, the group being made up of learners in training. ESA WCB advocates peer-to-peer interaction where learners are encouraged to call on and support one another, under the guidance of their respective mentors, the mentors being the social workers of ESA WCB and the project staff of ESA WCB's appointed disability management stakeholders.

Once a learner completes a programme, ESA WCB endeavours to source gainful employment for that person. ESA WCB is well networked with organisations within the disability, labour recruitment and business sectors.

This contribution to filling a gap in the skills development of persons with

disabilities is providing them with a passport to employment. ESA WCB has essentially implemented a Theory of Change model (Funnell & Rogers, 2011) whereby it identified persons with disabilities who are unable to enter the world of work due to a lack of skills. ESA WCB's skills development intervention has thus equipped them to better their employment prospects and, in certain cases, provided them with employment opportunities.

Challenges in the recruitment of persons with disabilities

Sourcing candidates with disabilities has been challenging. Owing to their impairments, they experience challenges such as accessing information and transport, and often don't have the basic educational level to enter the programme.

The value of the disability grant

The disability grants that persons with disabilities receive from the Department of Social Development through the South African Social Security Agency (SASSA) acts as a deterrent for a person with a disability to participate in skills development and employment (SASSA, 2015). The disability grant provides persons with disabilities with a comfort zone that allows them to live and not want to extend themselves. The fear of losing their disability grant also prevents them from embarking on economic empowerment options.

Currently the disability grant value is R1 410 per month. Once a person in receipt of a grant is employed and earns an income, the grant value is reduced on a sliding scale to the point where the grant falls away.

TABLE 2: HOW THE DISABILITY GRANT WILL BE AFFECTED BY EMPLOYMENT		
	Unmarried	Married
No deduction on disability grant	R2 115.00	R4 230.00
Rate at which disability grant falls away	R5 390.00	R10 780.00

Source: SASSA (2015)

Besides the monetary value, disability grants allow for persons in receipt of them to receive subsidised health care, Telkom services, transport, and amenities and facilities, to mention a few. The disability grant is thus of far more value to persons with disabilities. It is therefore imperative that they are guided on entering into employment, as it would be beneficial for them to understand that they can still have disability grant benefits earning an alternative income up to a certain amount.

Learnership hopping

Due to numerous factors, instances of ‘learnership hopping’ do occur when learners complete a learnership, are not employed, and then look for other learnership opportunities. The National Learner Record Database is supposed to flag this, but currently is not able to do so. Only learners that are registered on a learnership are flagged. Should an employer do a full vetting of the learner, such as a criminal check or credit check, their completed learnerships will be indicated. However, since the lack of candidates available for skills development programmes means that sourcing is challenging for employers, they often make do with the candidates they are able to source. This situation is exacerbated by the value of the learner to the employer due to the employer benefits they attract, specifically in terms of the BBBEE scorecard, and skills development and employment equity compliances. However, this same employer will not necessarily employ the learner after the learnership.

Learnership hopping *per se* may not be a bad strategy for learners if they are progressing in a certain or related field from one NQF level to a higher NQF level. This would mean that they are growing in terms of their respective skills, gaining valuable experience along the way, and will eventually be able to show value to an employer. Unfortunately, this approach is not very clear for both learners and employers, because skills development is funded predominantly as a year-long intervention rather than one spanning over several years such as a learner entering into a three-year degree programme at a university. If, on the other hand, learners jump to alternate learning pathways or to a lower NQF level than they have previously completed, ‘learner hopping’ becomes counterproductive and a waste of resources.

Conclusion

Employment of persons with disabilities has been slow in South Africa. As a country, it is far from achieving disability employment equity. The latest employment statistics show significant improvement, yet still fall way below set targets. In order to achieve disability employment equity, skills development needs to be seen as an enabler. ESA WCB has clearly demonstrated through their programmes that skills development is an enabler for persons with disabilities to enter into the workplace and be economically empowered. ESA WCB has developed a working blueprint for other DPOs to follow.

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Chapter Eight

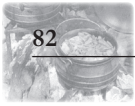
Inclusive Sport for Youth with Disabilities

Doreen Libetwa, Esther Matsoso and Viki Janse van Rensburg

The minimal access to sport for youth with disabilities is a matter of concern. Youth with disabilities face challenges of an environmental and an attitudinal nature in all aspects of their lives. South African youth with disabilities face exclusion from education and employment that lead to economic hardship and further social exclusion (Cramm, Nieboer, Finkenflüger & Lorenzo, 2013). Similarly, they are likely to experience barriers from society that would limit their participation in sport. In this chapter, the authors explain barriers that hinder youth with disabilities from participating in sport and recommend strategies that could improve accessibility to and inclusion in sport.

Participation in sport is valuable for everyone but probably more so for youth with disabilities for the purpose of societal inclusion (De Pauw & Gavron, 2005). Sport is connected to wider social and cultural practices that form part of the fabric of society (Stevenson, 2009). Sport is a 'social institution, a system of social relationships or a network of positions and roles embodying the values people hold in common' (Leonard, cited in De Pauw & Gavron, 2005, p. 18). Access to sport must be viewed as an equitable social right for persons with disabilities (Department of Social Development [DSD], 2016).

Persons with disabilities experience the same need for sport and recreation as their non-disabled peers. The National Paralympic Association of South Africa views sport as a central component for integrating people with disabilities into society and for successful rehabilitation. Rimmer and Rowland (2008) explain that youth with disabilities are not getting the 60 minutes of physical activity per day as recommended for youth, and therefore lose out on health benefits such as improved strength, increased cardiovascular endurance and social connectedness. Martin (2006) states that youth with



disabilities reported the psychosocial benefits of participation in sport as enjoyment, which was the critical motivational factor, an enhanced perception of their physical abilities and a valued quality of sport friendships.

International and national policies promulgate sport for persons with disabilities. In the United Nations Convention on the Rights of Persons with Disabilities (CRPD) that came into effect in 2006, it is stressed that it is not the physical limitations of persons with disabilities, but rather the environmental and attitudinal barriers created by society that result in inequalities for persons with disabilities. The CRPD (UN, 2006) was the first legally binding international instrument to address the rights of persons with disabilities with regard to sport. In particular, Article 30(a) of the Convention on participation in cultural life, recreation, leisure and sport advocates for participation of persons with disabilities in mainstream sporting activities to the fullest extent possible (UN, 2006). Article 30.5 of the Convention also requires that governments ensure that persons with disabilities have access to sport and recreational venues as both spectators and participants. In South Africa, the White Paper on the Rights of Persons with Disabilities (DSD, 2016) calls for the development and extension of more facilities to enable person with disabilities to participate in mainstream and special sport and recreation activities. The improvement of access to community, sport and leisure facilities is advocated. However, despite legislation and policies, sport for youth with disabilities is not yet practiced widely, not well known and is still largely invisible in South Africa.

Events such as Paralympic Games for athletes with physical disabilities and the Special Olympics for athletes with intellectual impairments have changed the visibility of disability sport. This increased visibility has contributed towards diminishing negative perceptions, reduced attitudinal barriers and provided role models for disabled youth. Recently, more youth with disabilities have started to participate in high performance, competitive and recreational sport than before. For example, more than 130 South African athletes with disabilities are participating in the 2016 Paralympics in Brazil, compared to 62 participants in the 2012 London Paralympics (Paralympic Organisation, n.d.). However, many barriers and lack of access to sport prevent the majority of South African youth with disabilities from participating.

Barriers to inclusion in sport for youth with disabilities

Exclusion from school sport curricula

The first barrier to inclusion in sport is that children and youth with disabilities are generally excluded from school sport curricula and participation in physical activities. Sport is not viewed as part of education for youth with

disabilities despite it being critical for the development of physical qualities, the development of self-esteem, courage and endurance (De Pauw & Gavron, 2005). Stevenson (2009) explains that thinking about sport is molded by initial youth sport experiences that subsequently influence decisions about future participation in sport. From an early age, children and youth with disabilities have been discouraged and the appropriateness of their participation has been questioned. Fear and lack of encouragement contribute to reluctance to participate in physical activities or sport. Negative stereotypes have also been perpetuated in schools, as disabled youth have been perceived as mentally and physically inferior. Thus, the cultural needs for sport and competition have not been seen as relevant for youth with disabilities (De Pauw & Gavron, 2005).

Attitudinal barriers

Negative attitudes towards inclusion in sport are one of the major barriers faced by youth with disabilities. Stereotypes, negative societal attitudes, myths, unfounded assumptions and perceptions often combine to create a stigma around youth with disabilities. These barriers can contribute to persons with disabilities seeing themselves as less worthy, and more so for young women, with only 7% of young women with disabilities in the USA reported to exercise regularly or participate in sport (Disabled World, 2015). Further, an emphasis on winning and high-level competition is viewed as an attitudinal barrier that prevents youth with disabilities from inclusion into sport (Rimmer & Rowland, 2009).

Environmental barriers

Environmental barriers that could exclude youth with disabilities from participating in sport include barriers in the built environment and lack of accessible transport. Issues of physical accessibility can arise when an athlete with an impairment arrives at the sport facility. Environmental barriers to sport facilities include stairs, a lack of wheelchair ramps, an absence of lifts, and inaccessibility to changing rooms, lockers, showers and toilets (DSD, 2016). Other access barriers may be rules or procedures that do not offer flexibility or reasonable accommodation. Not only does it make access awkward, it also makes people with disabilities feel unwanted and unwelcome.

Barriers to accessible public transport

Youth with disabilities often describe how transportation difficulties disrupt their lives (Rosenbloom, 2007). For many South African disabled youth, access to a car belonging to a friend or family may be their only transport option. However, dependence on the goodwill and availability of others



can be problematic. Public transport or utilising local specialised transport systems may be problematic if availability does not correspond with coaching times, or when team mates train, restricting opportunities for participation. The distance from home to transport points, or environmental barriers, may be deterrents for some persons with disabilities. Even if available, public transport may not be accessible for persons with disabilities, for instance, for wheelchair users.

Barriers to coaching

Finding coaches willing to work with athletes with disabilities can be challenging. Few coaches have the knowledge, time or inclination to gain an understanding of the implications of a particular impairment on coaching and training (French & Hainsworth, 2001).

Financial constraints

Many South African youth with disabilities face challenges in terms of their livelihoods. In the current economic climate, with a figure of 50% of youth unemployed, the opportunity to obtain decent work is highly competitive and very challenging. It implies that they may not be able to purchase sport equipment, special assistive devices that allow participation, or afford transport costs. Paying for club membership and coaching are further economic barriers that will be challenging.

Suggestions for facilitating the inclusion of youth with disabilities into sport

Participation in sport can be made more accessible for youth with disabilities by changing or adapting existing practices.

Opening access through inclusive education

Children and youth with disabilities should be included in all physical activities and sport in the curriculum, at all levels schooling, starting from basic education. Such inclusion would ensure that a foundation is set as a platform for later decisions about their participation in sport (Stevenson, 2009). For inclusion to occur, two factors are required: schools should implement inclusive education and monitor it until it is institutionalised, and teachers will need to be trained to equip them to deal with disabled children and teenagers when they participate in sport.

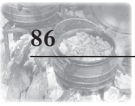
Policies and legislation were promulgated by White Paper no 6, Special Needs Education: Building an Inclusive Education and Training System

(Department of Education, 2001). However, implementation has been uneven and challenging (Engelbecht, 2006). In most South African schools, resource constraints, large classes and overcrowded classrooms have made it virtually impossible for teachers to deal adequately with the inclusion of children and youth with disabilities. A major change is difficult to achieve against such odds. We propose that strong support strategies should be in place at those schools which choose to include disabled learners into sporting activities, For example, with government or other funding for organisations such as NGOs, support could be offered by using such methods as the Logic Model and Theories of Change (Funnell & Rogers, 2011). These methods facilitate change by providing structures for implementing, evaluating and monitoring change step- by-step.

To equip teachers with knowledge and skills to facilitate inclusion for disabled children and youth into sport, training will be required. White Paper no. 6 (Department of Education, 2001) provides guidelines for developing programmes to train educators and support personnel for inclusive education. Inter-sectorial collaboration between, for example, the Departments of Education and Arts, Culture and Sport, could ensure that training is planned, implemented and monitored so that teachers develop the capacity to deliver inclusive physical activity and sport. Training will equip coaches and teachers with knowledge about how to facilitate inclusion for youth with disabilities and how to assist youth with specific impairments. The World Health Organisation's Community-based Rehabilitation guidelines (WHO, 2010) affirm that disability awareness training should be mandatory for all teachers and sport trainers of youth with disabilities. Inclusion and programme adaptation should highlight the needs of youth with disabilities irrespective of their impairments. Sharma, et al. (2008) found that student teachers whose curricula included specific training for and direct experience with persons with disabilities, had positive attitudes and sentiments towards inclusion of children with disabilities.

Changing attitudes

Sport is a powerful method for changing negative attitudes and stereotypes. De Pauw and Gavron (2005, p. 17) assert that sport could change community perceptions by focusing attention on the abilities of youth rather than their disabilities. 'Sport works to improve the inclusion and well-being of persons with disabilities in two ways - by changing what communities think and feel about persons with disabilities and by changing what persons with disabilities think and feel about themselves' (UN Sport and Persons with Disabilities, n.d.). However, negative attitudes are difficult to shift. Knowledge and understanding of the experiences of youth with disabilities, and ubuntu principles such as equality, and expressing and practicing empathy,



could reduce attitudinal barriers to sport participation. As stated previously, the main factors that influenced the perceptions and attitudes of student teachers were related to education about teaching learners with disabilities and the experience of working with learners with disabilities (Sharma, et al., 2008).

Recently, the success of disabled athletes who participated in the Paralympic Games and other international sporting events received prominence in the media. The success and popularity of the Paralympic Games provided inspiration and role models for youth with disabilities to become involved in sport at all levels. Disability sport could be promoted even more in the media by broadcasting events such as community and regional disability sport events. For the 2016 Paralympics in Brazil, for instance, if journalists provided equal press, broadcast and media time for disabled athletes as for athletes without disabilities, this would help to shift attitudes and challenge stereotypes about disability. Highly successful athletes with disabilities who become role models have a powerful impact on communities and raise awareness of the possibilities of sport for persons with disabilities. Further, community attitudes can be changed if coaches, families and peers encourage youth with disabilities to participate in informal, community-based sport and games.

Overcoming environmental barriers

Youth with disabilities' rights to participate in sport can be fulfilled by changing environmental barriers to make sport venues fully accessible, irrespective of impairment. The provision of appropriate infrastructure would entail providing ramps, rails and lifts and ensuring even surfaces. Lifts should be furnished with braille buttons for blind athletes. For deaf athletes, prominent and highly visible signage should be provided. Changing rooms and toilets should be made accessible for persons with disabilities with a range of impairments. By removing environmental barriers to sport venues, disabled spectators will also have access to sport and fulfill their needs for cultural and social participation (DSD, 2016).

The Department of Public Works, through the Expanded Public Works Programme, employs youth to adapt and construct structures that enable physical access to government buildings (Department of Public Works, 2015). The department could be requested to broaden its scope to include changing access to sport venues.

Expanding infrastructure

As youth with disabilities have the same aspirations and dreams as their non-disabled peers, increased opportunities, choices and more accessible sport

facilities are required (Burchardt, 2004). There is international and national legislation that calls for more sport and recreation facilities for persons with disabilities. In Article 30.5 of the CRPD (UN, 2006) it is stated that governments should provide accessible venues for sport and rehabilitation for persons with disabilities. Sport centres should be built or renovated according to the principles of barrier-free access and universal design principles and should be designed in consultation with persons with disabilities (DSD, 2016).

Access to coaching

Community coaches need to play their part in creating opportunities for involvement in sport and physical activity for persons with disabilities. Coaching young people can be both challenging and rewarding. Coaches are required to be innovative and try new ideas to meet the needs of youth with disabilities. Those who have had professional preparation, training in adaptive sport, and who have knowledge of the needs of youth with disabilities will increase the likelihood of achieving success. Coaches and trainers are encouraged to familiarise themselves with sport for persons with disabilities and with aspects of individual impairments of disabled athletes. Through the provision of training for sport trainers and coaches, access and success for disabled youth will improve.

Access to information and communication

Increased knowledge about available options and local sporting events is required for youth with disabilities, their parents, teachers and for communities. Public education programmes should be made available to sponsors, sport administrators, the public-at-large, and importantly, to those who live in rural areas.

The development of modern information technology and social media offer increased opportunities for access to information and communication about sport for persons with disabilities. Technological information should be made available, and be accessible and affordable for youth with disabilities. The wide use of cell phones opens up additional opportunities for communication and dissemination of photographs of disabled youth playing sport. The right to communication and access to information must be provided in a variety of formats appropriate for specific impairments. For instance, the use of Sign Language for Deaf persons implies access to training for their parents and significant others. Persons with severe speech impairments require alternative and augmentative communication systems, whereas blind persons may need formats such as Braille. Persons with vision and print

impairments may require information provision in alternative forms, such as large print or audio recordings (DSD, 2016).

Access to information could be facilitated through liaison with disability sport umbrella bodies such as the National Council for Persons with Physical Disabilities and the National Paralympic Committee of South Africa, which represents persons with physical and sensory impairments and Special Olympics South Africa, which represents sport for persons with intellectual disabilities.

Obtaining sponsorship

As the majority of youths with disabilities live in resource constrained conditions, sponsorship is needed for sport equipment, assistive devices, transport, membership fees and coaching. Sport programmes for disabled youth may need to be funded through fundraising, and volunteering. The government states that subsidies and sponsorship should be provided for disability sport (DSD, 2006). Sponsorship for sport for persons with disabilities should be promoted jointly with mainstream events for non-disabled athletes. A group of youth with disabilities could be tasked with seeking and advocating for sponsorships.


Intersectoral collaboration

Intersectoral collaboration to organise sport events could assist in advocating for sport for disabled youth and advance inclusion. The United Nation's Sport and Persons with Disabilities (n.d.) suggests possibilities for collaboration between health, sport, social welfare, education and transport sectors, the employment and economic development sectors, local governments and municipalities, and finance ministries and multilateral funding partners. Similar collaboration in South Africa would facilitate the establishment of more opportunities for inclusion into sport.

Recommendations

To facilitate the inclusion of youth with disabilities into sport, we recommend the following:

- Children and youth with disabilities should be included in all physical and sport activities in schools.
- Inclusive education for children and teenagers with disabilities will promote inclusive sport participation.

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- Instead of focusing on mainstream students only, dedicated sport programmes should be designed based on the needs for inclusion of youth with disabilities.
 - Youth with disabilities must be involved in planning and decision-making about inclusive sport programmes.
 - Methods such as the Logic Model and Theories of Change could facilitate change by providing structures for implementing, evaluating and monitoring change for inclusion.
 - Educators, trainers and coaches need to be sensitised to the sporting needs of youth with disabilities, and be trained and equipped with knowledge and skills to facilitate inclusion.
 - Educators, trainers and coaches should be provided with training programmes, guidelines and print resources to inform them of strategies and to build their confidence to work with youth with disabilities.
 - Inclusive sport policies should be implemented and monitored by collaborative efforts of the Department of Education, the Department of Health, the Department of Arts, Culture and Sport and the Department of Social Welfare.
 - Access to sport for youth with disabilities can be promoted if government funds more programmes and venues for inclusive sport.
 - Regional and local governments should advocate for the removal of environmental barriers to sport venues.
 - The Department of Public Works should be requested to broaden the Expanded Public Works Programme to provide structures for physical access at sport venues.
 - Local governments and municipalities could be lobbied to arrange sport events for persons with disabilities and to publicly celebrate both participation in disability sport and the achievements of winners with disabilities.
 - The promotion and emphasis of sport played by youth with disabilities will change negative attitudes and stereotypical ideas about disability.
 - Media coverage of persons with disabilities participating in sport could shift negative attitudes.
 - By inviting community members to participate in issues related to

disability sport and awareness raising, changes in attitudes could be facilitated.

- Organisers of sport for youth with disabilities should liaise with disability umbrella organisation to increase access to information and guidelines to develop appropriate structures.
- Transport that is appropriately accessible for athletes with disabilities should be made available by local government and private participating partners.
- Sponsorship for disability sport should be advocated generally and at mainstream sport events.

Conclusion

Sport is part of the cultural and social fabric of society and youth with disabilities have the same needs, wishes and dreams for participating in sport as their non-disabled peers. There are many challenges and barriers that hinder inclusion into sport. Some of the main strategies to address these barriers are educational inclusion into school sport curricula and to provide teachers, trainers and coaches with training programmes and guidelines. We recommend that the power of sport and role models with disabilities should be used to change negative attitudes about disability. We suggest strategies to overcome barriers with transport, coaching, sponsorship and access to information and we recommend intersectoral collaboration to expand opportunities for disability sport. The hope remains that many more South African youth with disabilities will be able to access sport opportunities and thereby become integrated into society.

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Chapter Nine

Capacity Building Towards Participation in Continuous and Regular Civil Society Monitoring of Disability Inclusion

Dominique Brand and Karina Fischer Mogensen

Introduction

In this chapter we discuss the merging of different approaches to monitoring disability inclusion in policy implementation and service delivery at different levels of government and civil society organisations.

We discuss the learning content of Monitoring Disability in Society (MDIS course), which is part of the Postgraduate Diploma in Disability Studies. We also describe how the content was presented.

In MDIS, students were introduced to disability frameworks such as the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006), and the World Health Organisation's Community Based Rehabilitation Guidelines (WHO, n.d.). During the semester, the aim was that students would become more confident in using monitoring frameworks and be able to position and critique local and national disability

policies in their respective organisations and countries. We wanted students to understand the key skills that are critical in creating an environment where evidence-based policy changes are possible and encourage society to become more inclusive. This paper will elaborate on the introduction of two approaches that are essential in producing an evidence base: the Theory of Change and the Logic Model (Bullen, 2016). It also includes an explanation of the theoretical framework used to design these approaches. Students were exposed to project planning and monitoring tools, and some of their project work and feedback will be discussed.

CRPD Article 33 on National Implementation and Monitoring prescribes signatories to establish mechanisms for the implementation and monitoring of the Convention. It includes implementation and monitoring at policy level and service delivery level, and the full participation of civil society, in particular persons with disabilities and their representative organisations, in the monitoring process. This informed one of the overall focuses of MDIS as the course sought to enable students to contribute to the monitoring of the CRPD in their respective countries, specifically focusing on Article 27: Work and Employment and Article 30: Participation in cultural life, recreation, leisure and sport.

This paper describes what we learned as new lecturers; our reflections as monitoring and evaluation (M&E) practitioners and how we sought to contribute to the teaching and learning focus of MDIS through the inclusion of material on the Theory of Change, the Logic Model and the development of indicators.

Development of new teaching material for the utilisation-focused framework

The teaching approach that we adopted in the MDIS course was motivated by our overall commitment to contribute to capacity building of practical M&E skills in the disability sector, and to encourage evidence-based advocacy for policy changes by increasing the knowledge and skills of students as monitoring practitioners and disability activists.

The most influential theoretical framework we work with is utilisation-focused theory (Ramirez & Brodhead, 2013). According to Patton (2008) M&E should be judged by its utility and use, and guided by the design process for the M&E system. Utilisation-focused theory first emerged in the late 1980s and developed out of the movement away from measuring techniques anchored in the positivist paradigm. According to Ramirez & Brodhead (2013):

Utilisation-focused theory is a guiding framework as opposed to a methodology and can include a wide variety of monitoring methods within an overall participatory paradigm.

With the realisation that there is some responsibility that needs to be carried by the conductor of an evaluation and the use of what has been produced in the field, M&E moved into the paradigm of pragmatism. These changes focused on acknowledgement of the context, participation of all parties involved, transference of capacity and, most importantly, usefulness, workability and practicality. These characteristics would become the core principles of utilisation-focused theory as it continued to develop.

An interesting point of discussion was how the application of this theory was challenged within the setting of this course. The main issues arising from organisations represented in the classroom was that monitoring is rarely planned for from the start of a project. There is often no budget available for monitoring activities. Monitoring is a request coming from the donor and not the organisation. These challenges revealed the potential areas of tension for the application of any M&E activity within an organisation. All these issues contradict the avocation of utilisation-focused theory, which demands M&E to be guided by primary intended users. However, the intention to advocate for a knowledge base built on disability inclusion is acknowledged, and discussion is needed on raising awareness of the importance of project planning and budgeting for monitoring resources. Monitoring has to become part of the framework for all project design.

Table 1 outlines the main steps in the practical application of Utilisation-Focused Theory related to monitoring, and illustrates areas of potential contention. It shows how Utilisation-Focused Theory speaks of evaluation as the end point, but that it inevitably includes a monitoring structure.

Steps in Utilisation-Focused Theory	Activities
Step 1: Assessing program readiness	It is very important for Utilisation-Focused Theory to be used as guided to determine the readiness of the programme for monitoring the primary intended users and the uses that need to be identified. Project staff's willingness to collaborate must also be considered, and the overall effectiveness judged by the actual information gained during evaluation.
Step 2: Assessing evaluators' readiness	
Step 3: Identifying primary intended users	There must be a climate of participation for primary users, with evaluation from the start.
Step 4: Situational analysis	Evaluation is people and context dependent. Use will be enhanced when situational factors are taken into account. Contextual aspects that need to be considered are: timing, organisational resources, culture, turbulence, power, and politics.
Step 5: Identification of primary intended users	Identify users at the start because they will help to guide questions and method.

Step 6: Focusing the evaluation	Finalising key evaluation questions.
Step 7: Evaluation design	Methods are selected based on the need to answer evaluation questions.
Step 8: Simulation of use	A simulation of data to be collected is run before it is done to verify expected data. This will lead to usable findings.
Step 9: Data collection	Manage with use in mind and keep primary users informed.
Step 10: Data analysis	Analysis in consultation with primary users. Their involvement increases their understanding and adds to the sense of ownership and commitment to utilisation.
Step 11: Facilitation of use	It is acknowledged that use will not happen naturally. It needs to be a planned and resource-facilitated process. Facilitating use can include: drawing connections with findings and the original uses, prioritising recommendations, and developing the dissemination strategy for the evaluation to facilitate use.
Step 12: Meta evaluation	This is a reflective step that focuses on how evaluation was used in its intended ways, and reflects on the process and the learning that took place for both the evaluator and the primary users.

Theory of Change and the Logic Model

The focus of the MDIS course was on how Disabled Persons’ Organisations (DPOs) and government departments can contribute to building evidence on disability inclusion in Africa. It also served to monitor the implementation of Sustainable Development Goals (SDGs) and the CRPD. We decided to include structural frameworks and practical tools such as the Theory of Change and the Logic Model (Bullen, 2016) to assist students to apply and implement monitoring frameworks. Figure 1 is a comparative illustration of the two models depicting the Theory of Change as a more organically structured model that can be described as messy or complex, whereas the Logic Model is neat and tidy with clear pathways to achieving objectives.

FIGURE 1: A COMPARISON OF THE THEORY OF CHANGE AND THE LOGIC MODEL (BULLEN, 2016)

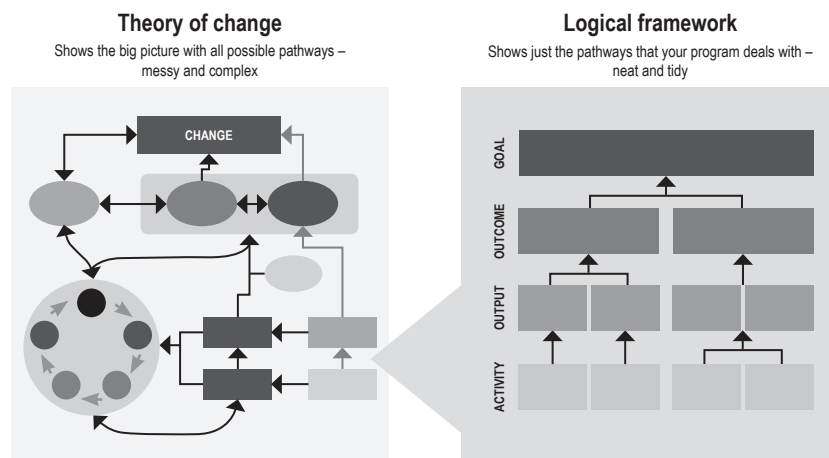
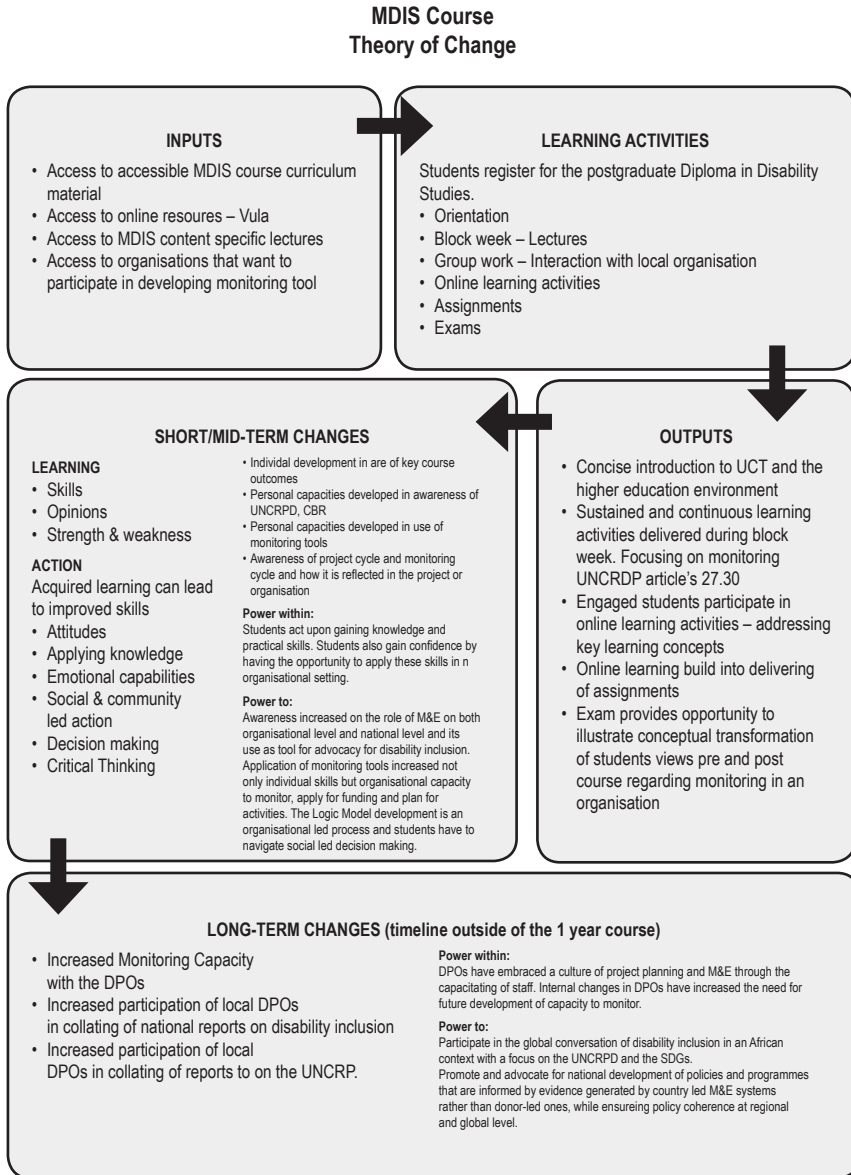


Figure 2 illustrates how the Theory of Change is a visualisation of short- and long-term change envisioned in the project and how it will affect the main beneficiaries. The Theory of Change also illustrates the casual pathways that would lead to change, and the context within which change will happen.

FIGURE 2: THEORY OF CHANGE FOR MDIS



In contrast, the Logic Model is more concrete in unpacking the project into objectives. The activities should help to achieve these objectives, and outputs are the acknowledgement of activities and what could be expected immediately. Outcomes can be broken up into immediate or long-term outcomes, but inevitably they should answer to the project objectives. If this

does not happen, the project logic is in question and the project should be reviewed, otherwise there may be investment in a project that never delivers its intended goals and objectives.

Since the Logic Model would only be one element of the course, we debated whether we should include it as a monitoring tool as it is very technical and time was limited. We decided that the Logic Model could be a fundamental tool to understand the elements that contribute to the overall M&E of a project. We believed that the Logic Model could assist students to create a cognitive map of the overall flow of their planned project, the perceived impact they wished to achieve, and how to monitor their progress towards this impact. This framework would assist students to understand the linkages between outcomes and indicators in a practical manner.

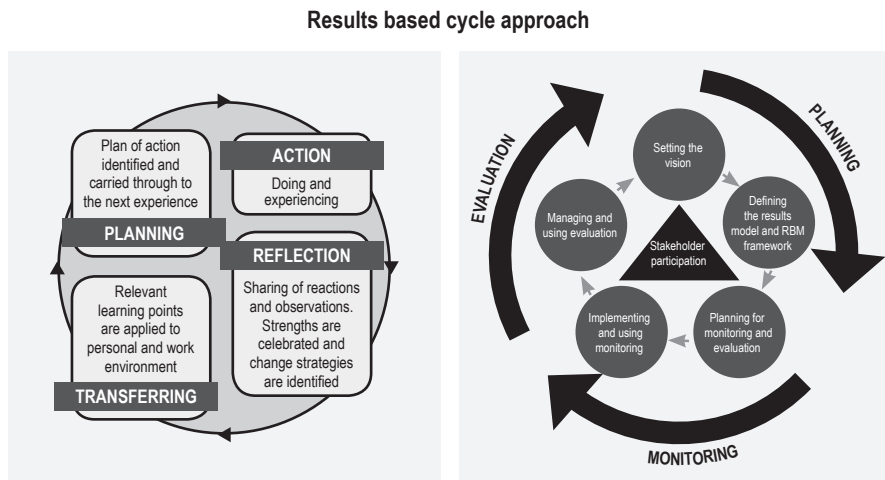
When MDIS started, our initial planning for teaching and learning was based on our experience and an idea of the level of monitoring skills within disability organisations. However, we had to build in some flexibility in the course plan as it was important to build on the current level and experiences of the students. During the course we realised that learning would only be achieved when the organisational skills set that could contribute to a monitoring system was taken into consideration. Increasing the skills of one individual within an organisation should be followed up with further development within the organisation. For future success and the management of a monitoring system, organisational capacity needed to be examined to capacitate students to meaningfully contribute and expand on the skills and lessons needed to encourage the setup and maintenance of their organisational M&E system post-studies. Therefore, the linkage between the organisational assessment part of the course and the M&E was important.

Although students were aware of the term ‘monitoring’ and that it plays an important role in the project cycle, the conceptual and technical skills needed to successfully develop and implement a monitoring system were lacking. It transpired that some students had preconceptions that monitoring could be applied without a relevant framework. Students also found it difficult to understand that, in order to develop a relevant monitoring framework, proper project plans needed to be in place to determine objectives and outcomes.

As lecturers, we realised that students needed to understand how the project cycle and monitoring cycle worked together, and how the length of the project cycle was determined to include space for improvement. Therefore, the introduction of the Action Learning cycle as a learning strategy further built the students’ understanding of project planning and monitoring.

Figure 3 illustrates the results-based cycle approach, which provides a comparison between the action learning cycle and the M&E cycle. The reason for the comparison was to show students the similarities and overlaps of the two cycles. It was important for students to grasp how the project cycle, M&E cycle and action learning cycle correspond. In each cycle there is a time for planning, implementation or action, monitoring, evaluating or reflecting, and for making changes to improve the project and its potential to achieve objectives. The results-based cycle approach echoes the current call for evidence-based adjustment to policies and results that could be used to enact future policy changes with greater success.

FIGURE 3: RESULTS-BASED CYCLE APPROACH (MENON, KARL & WIGNARAJA, 2009)



Students' Logic Models

Once the students grasped the concepts of the project cycle, we used a combination of clarification evaluation (finding the project theory or the intended change the project wants to achieve), the Theory of Change and organisational assessment. This strategy focused on tangible and intangible elements to allow students to gather information to develop a Logic Model of an actual project implemented by a DPO related to employment or sport.

Below are two examples of the students' work showing their first attempt at developing a framework for monitoring after they had been introduced to and discussed measures and indicators for disability inclusion related to the CRPD. The first example is of a student group that worked with an organisation whose vision was stated as 'creating an enabling environment for the disabled youth to become integrated in the workplace'.

The students developed a Logic Model based on the organisation’s work, specifically on one of the objectives focused on creating an enabling environment and promoting representation of persons with disabilities in the workplace. Table 2 depicts this stated objective with related inputs, activities, outputs, short-term and long-term objectives, indicators and means of verification.

TABLE 2. OBJECTIVE OF A LOGIC MODEL (EXAMPLE 1)

Objective	Inputs	Activities	Outputs	Short-term outcomes	Short-term indicators	Long-term outcomes	Long-term indicators	Data to be collected
Objective 3: Creating an enabling environment and promoting representation of people with disabilities in the workplace.	DPOs and human resource departments as facilitators for awareness raising campaigns Disabled youth as participants Booklets based on creating representation of disabled Venue to host event: DWDE* offices.	Implement Employment Equity Act and job access strategy related to arts and sport. Provide exposure through vocational education and job shadowing. Provide fully accessible career centre for DPOs, NGOs, DWDE, etc. and develop database for recruitment.	Outlined Employment Equity Plan. Employment Equity forum Achieved 2% of representation on the database information report. Feedback obtained from quarterly evaluation forms. Enhanced livelihood development such as career awareness and development.	Obtained greater understanding of disability issues pertaining to work and employment. Increased confidence and self-esteem from exposure to a workplace environment. Persons with disabilities are enabled to act as career advisors to other disabled youth.	More than 75% of DWDE disabled youth are successful entrepreneurs as a result of business skills acquired. Increased access and employability among disabled youth. Disabled youth at DWDE contribute towards community life and economy through wage employment.	Improved social protection and financial independence / Economic development and empowerment. More than 50% of disabled youth have become self-employed and act as trainers and employers of other disabled people. Poverty reduction of 85% benefiting persons with disabilities and their families.	Increased by 50% representation of disabled youth in the workplace through: Skills Audit Reports Prime Reports Progress reports Certificates Dramatic improvement in general health and wellbeing illustrated in statistical reports in the new financial year.	1. Progress reports 2. Interviews attended 3. Prime Reports 4. Performance Review Reports 5. Enrolment statistics 6. Attendance Registers 7. Skills Audit Reports 8. Certificates for training attended.

*Disability Workshop Development Enterprise

A second group of students, who worked in government departments, developed a Logic Model with a focus on access to sport and arts activities in public mainstream schools for learners with disabilities. Table 3 below depicts a section of this student group’s Logic Model.

In the post-course evaluations, students confirmed that they found the Logic Model useful despite initial apprehension. Some students reported that the Logic Model assisted them to secure funding. Others said that, although the terms outputs, outcomes and indicators were familiar, they now understood them within a framework of monitoring. As first-time lecturers there were numerous lessons learned, but our overall reflection on the MDIS teaching

experience was the positive feedback received by students and how they embraced the Logic Model as a tool for empowerment. One MDIS student reported:

At first the Logic Model looked like a cumbersome exercise that would not contribute to my daily activity, but at the end of the course this tool assisted my organisation to successfully secure funding. The Logic Model helped us to plan our project and to visualise to our funder our intended activities and outcomes. Although it was difficult to start using it is definitely a beneficial tool for all.

TABLE 3: OBJECTIVE OF A LOGIC MODEL (EXAMPLE 2)

Objective	Inputs	Activities	Outputs	Short-term outcome	Short-term indicators	Long-term outcome	Long-term indicators	Data to be collected
Cultivate and showcase youth with disabilities' skills, talents and abilities in sport, arts and culture extra-curricular activities within the school environment.	Learners with disabilities Extra-curricular activities, teachers and coaching staff Special education staff School administrators Parents	Support extra-curricular club coaches to make the clubs accessible to all students Workshop school administrators and club coaches on UNCRPD Article 30 and its relevance to creating a socially and economically inclusive society for persons with disabilities Arrange workshops for students with disabilities on the potential career opportunities embedded in sports and arts activities Work with guidance and counselling staff to provide psychosocial support to learners with disabilities, such as setting goals during their participation in the clubs.	The number of learners with disabilities who register for extra-curricular clubs related to sport and arts, and recreational clubs within the school and the community The duration that the learners with disabilities commit to the clubs (e.g. weekly attendance) and the length of time they are part of the club The number of times learners with disabilities were given the opportunity to perform or showcase their skills.	Positive societal perception of youth with disabilities as people with skills and talents to enhance and contribute to their communities, just like other community members.	50% of school community members reporting a positive changed view of disabled youth as competent individuals.	Increased exposure to different career opportunities (in sport, arts and culture) and beyond academics for youth with disabilities.	At least 25% of youth with disabilities personally reporting their desire to develop or carry on with their participation in sport, arts and culture activities with clubs in their communities after graduating from high school in 2015.	Daily attendance register Statistics of students attending to by guidance department Statistics of students attended to by special education office Weekly reports by special education staff on progress of assigned learners.

In the course we acknowledged that the Logic Model has strengths and weaknesses. However, it was selected owing to its unique method of a given structure for abstract concepts such as a project cycle and plan, and its wide use in development. We concluded that it was a relevant method to teach monitoring. We had concerns that, due to the limited timeframe, we might not be able to do justice to this tool and whether students would be able to learn, comprehend and implement the Logic Model within their own organisation following the course. However, we found that the majority of students were capable of drafting monitoring plans and showed potential in taking this model further, potentially into their organisations and institutions.

It became clear that an understanding of the skills required to implement the Logic Model needed to be honed. We hoped to convey to the students that when one starts to assess an organisation, for example using the framework of Kaplan and Norton's tangible and intangible elements (Kaplan & Norton, 2004), one tries to understand the organisation's mission, vision and core values, and how they intend to conduct their projects. In future, we will determine some of the basic skills needed to manage a monitoring system and establish what is present and what is missing within an organisation as a starting point.

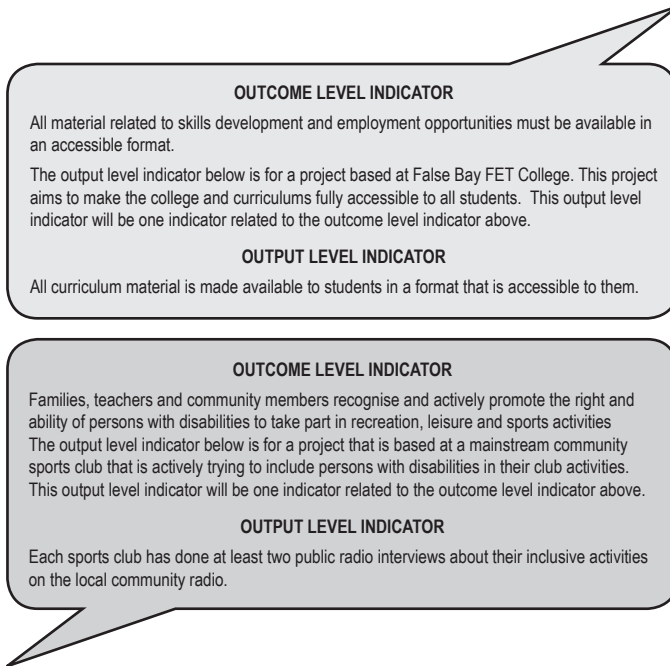
Indicators

The development of indicators contributing to the monitoring of the UNCRPD was explained to students. As can be seen in Tables 2 and 3, the students' Logic Models also included indicators. Considerable time was spent in the classroom on indicators as previous experiences from the MDIS course revealed that 'indicators' is a difficult concept to understand and apply. Although most students displayed an understanding of the importance of indicators in an evidence-based approach, not all students understood the concept of generating indicators. The indicators developed by the students were specifically related to their projects, but discussions focused on how to develop common indicators for disability inclusion across projects and across countries.

The importance of common indicators was conveyed as necessary for building the evidence base on disabilities nationally and internationally. Common indicators would enable comparison between projects, organisations and countries' efforts in disability inclusion. We found that common indicators focused on long-term outcomes or objective levels. Output and short-term outcomes or level indicators are typically project-specific and the gap between local DPOs' work and the UNCRPD is too wide. However, from the Logic Models developed by the students and the classroom

discussions, it became clear that common indicators could include a focus on access in terms of physical structures and information; reasonable accommodation and assistive devices; participation of persons with disabilities in social, economic and political spheres of society; and attitudes towards persons with disabilities that cut across projects and focused on the rights and opportunities.

FIGURE 4: EXAMPLE OF TWO INDICATORS RELATED TO DISABILITY INCLUSION SHOWING THE DIFFERENCE BETWEEN OUTPUT (PROJECT FOCUSED) AND OUTCOME (HIGH LEVEL) INDICATORS



We tried to bring some practical material to the MDIS course in order to narrow the gap between the teaching on high level government policy analysis and ground level monitoring of disability inclusion. The aim was to capacitate disability organisations with the skills and confidence to contribute to a national and global evidence database on disability. This journey of capacity building, development of common indicators and building the evidence base on disability will continue and, hopefully, graduates from the Post-Graduate Diploma in Disability Studies will make an important contribution.

MDIS in the global context

We conclude with an overview of how MDIS is positioned in a global context and how it speaks directly to the current need for training people within DPOs and NGOs to drive the process of M&E.

In 2015, the Millennium Development Goals (MDGs) were reviewed and extended to the new Sustainable Development Goals (SDGs). The MDGs had driven the agenda of human and social development from 2000 to 2015. However, there was a lack of acknowledgement that the capacity across national government and civil society was not available in most developing countries. To conduct comprehensive and effective M&E to determine achievements related to the MDGs was not feasible in all countries (Kosheleva & Segone, 2013).

With this realisation, 2015 was declared the International Year of Evaluation, driven by the global movement EvalPartners, representing a joint partnership between the International Organization for Cooperation in Evaluation, UNICEF and several other major international organisations. This innovative partnership was launched to enhance the capacity of civil society organisations to engage in a strategic and meaningful manner in national M&E processes. The strategy promotes the notion that national development policies and programmes should be informed by evidence generated by country-led rather than donor-led M&E systems, while ensuring policy coherence at regional and global levels (Catsambas, et al., 2013).

Like many civil society organisations, many DPOs experience a lack of M&E knowledge and skills, which influence the effect of their advocacy efforts. Further, disability was added to the MDGs as an afterthought. The evidence on progress towards achieving the goals regarding persons with disabilities is very limited. It has been acknowledged that the goals will not be achieved if challenges related to disabilities are not addressed, therefore disability is directly mentioned in a number of the SDGs.

The need to build capacity on M&E within the disability sector is clear. It was within this context that the MDIS course sought to contribute to the capacity building of DPOs in monitoring and, in the future, evaluation.

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Chapter Ten

Postgraduate Students' Action Learning

Journals: What do they tell us about teaching and learning?

Viki Janse van Rensburg and Theresa Lorenzo

The use of action learning journals by students was one of the teaching methods used in a semester course on Monitoring Disability in Society (MDIS) as part of a Postgraduate Diploma in Disability Studies. Students were required to submit a teaching and learning brief in which they reflect on their action learning. In this paper we explored the lessons learnt about teaching and learning through the use of student action learning journals. Journaling provided opportunities for students to reflect on their experiences of working in a group developing monitoring tools for disability inclusion in non-governmental organisations, educational institutions or government departments. The aim of action learning was to enable students to grapple with the human elements that influence collaborative partnerships in monitoring disability inclusion in society.

The focus of the programme is on fostering disability inclusion in Africa. Course delivery occurs via blended learning, with two contact weeks of face-to-face learning followed by six weeks of off-campus, online learning. Online learning facilitation is supported by the university's electronic learning platform, which contains tools such as blogs, a chat room and a discussion forum. Furthermore, the course is structured with weekly online learning activities leading to assignments, all of which are submitted to the

lecturer as drafts for written feedback before submission of final papers. Group learning was facilitated by organising learning tasks as group work and by encouraging student communication via electronic media. The assignments contribute to the final papers that students submit for the final examination. The use of action learning journals was an educational strategy used to facilitate learning about group work through reflection on action.

Theoretical framework

The terms ‘action learning’, ‘experiential learning’ and ‘reflective learning’ are used interchangeably in the literature. Action, experiential and reflective learning share common elements: the understanding that learning is facilitated by reflecting on action or on experience; that learning occurs in cyclical patterns; and that the educational theory underpinning action learning, reflection and the use of journals for learning share a common conceptual base.

Action learning is defined as ‘a means of learning from action or concrete experience, as well as taking action as a result of this learning’ (Zuber-Skerritt, 2001). Reflective learning is described as conscious, self-awareness in reviewing, describing and analysing past practice to gaining insight to improve future practice (Findlay, 2008). Action learning is characterised by a cyclical model of action consisting of stages or moments of action. Taylor, et al. (1997) describe four stages – action, reflection, learning and planning – each ending with the beginning of the next stage. Gibbs (1988) describes the stages as: description (what happened); feelings (what were you thinking and feeling); evaluation (what was good or bad about the experience); analysis (what sense could you make of the situation); conclusion (what else could you have done); and, devising a new action plan.

Later educational theorists such as Schön, Mezirow and Boud contributed to the understanding that action and reflective learning were powerful methods of learning (cited in Findlay, 2008). Schön identified two types of reflection: reflection on action, which refers to reflection after an experience, and reflection in action, which relates to thinking while doing an action. Schön’s understanding of reflection on action is described as a process where professionals become aware of their implicit knowledge and learn from their experience. In both of Schön’s types of reflection, professionals aim to identify their responses to the experience and revert to relevant theory to develop new understanding that shapes future action.

Reflection can be understood as re-examining and thinking about the event or action to make it more conscious, to analyse it, to evaluate it, to understand it better or on a deeper level (Taylor, et al., 1997). The core concept of

the reflective process is thus to turn experience into learning by exploring the experience through intellectual and affective contemplation.

When students learn to reflect on experience, they may respond with varied levels of reflection. Of these, critical reflection is the highest level of reflection and it results in the transformation of a perspective. 'Many of our actions are governed by a set of beliefs and values that have been almost unconsciously assimilated from our experiences and environment. To undergo a change in perspective requires us to recognise and change these presumptions' (Kember, et al., 2008). Reflection that is not yet at the level of critical reflection might be where students add new ideas and extensions of those partially formed and tentative proposals of possible. Reflection on this level does not include changed perceptions or values that inspire new behaviours. Beginning reflectors may identify how they reacted to an experience, but do not offer explanations of how their responses could contribute to new understanding. Some students do not reflect at all without explicit training on reflection. Such students' journal entries consist of descriptions of events or experiences without referring back to their personal experience of the event and provide no explanation of how their experience could contribute to future action.

In most cases, reflection does not come naturally. Writing a journal is widely considered as a power means of developing the ability to reflect (Boud, 2001; Findlay, 2008; Moon, 2004). By using action learning journals, two methods of facilitating learning through reflection on experience are combined. Conscious use of an action learning cycle recorded in a journal provides the student with an opportunity to reflect consciously and deliberately on a specific experience, and serves to record reflection sequentially over time. Journals recording students' action learning in writing assists students to learn about reflection. Writing is a way of figuring out what has happened to make sense of an experience and how it can be used to shape future behaviour.

Levels of reflection

Different levels of reflection have been described by various authors. Jay and Johnson (2002) describe the levels as intertwined dimensions of descriptive, comparative and critical reflection. One of the earliest and most frequently cited models is the three-stage model of Boud, Keogh and Walker. The first level is where students reflect on an experience by mentally replaying the experience and describing it in non-judgemental way. The second level is described as making reference to feelings triggered by the experience, and the third level is when students re-evaluate the experience by relating new data to what is already known, seek new relationships, determine the

authenticity of the new ideas and identify new knowledge and revised attitudes.

For the purpose of this paper, students' ability to reflect on action was identified as: a) reference to their personal experience of working in a group; b) contemplation of how new insights and knowledge could change behaviour that may influence future outcomes; and c) being self-aware and critically evaluating their own responses to practice situations (Findlay, 2008). Deep and critical reflection, where students examine their values and assumptions to come to transformative new insights, were not considered to feature significantly in student papers as the six-week course duration is too short to develop advanced levels of reflection.

Learning design and analysis

A qualitative research method was used to analyse and explore students' reflection in their action learning journals. Students were required to submit a teaching and learning brief in which they reflected on their journal entries of the previous six weeks on the topic of their own experience of working in a group. The instruction for the paper was:

You are required to use your action learning journal that you have kept for the last six weeks to reflect on the process you have engaged in as a group in developing monitoring tools for a disability organisation. The art of managing deliverables as a group requires that each person is able to learn about the human elements that influence collaborative partnerships in monitoring disability inclusion in society (Lorenzo, 2015).

The instructions then listed and described the indicators for understanding how working in groups leads to collaborative partnerships. The indicators were: establishing collaborative intent; creating truthfulness; generating self-accountability; developing self-awareness and awareness of others; and, building problem solving and negotiating skills (Tamm and Luyet, 2004). Furthermore, students were required to describe the factors that influence communication and to provide recommendations for future group projects.

The student participants were 16 adult learners, most of whom were employed in government departments, higher education institutions or non-governmental organisations. Students hailed from different South African cities and towns, as well as from Botswana and Namibia. The class included students without disabilities and students with visual impairments, physical impairments with wheelchair use and mood disorder. They contributed rich personal experience to class discussions and enhanced understanding of disability in society.

Data used for analysis consisted of 16 students' written papers, which served as the basis for their final, oral examination. Data was analysed deductively for categories and themes: Braun and Clarke, 2006, as a first level of analysis, while the second level of analysis was an inductive analysis of students' reflective ability as revealed in their papers.

Permission to publish aspects of their work was sought from the students and they were assured that their identities would not be revealed in publications.

Findings

The themes that emerged from the data were: action learning about group process and group dynamics; reflectors and non-reflectors; interpretation of the instructions for the paper; and, reported benefits of keeping an action learning journal.

Action learning about group process and group dynamics

The central requirement of the task was for students to reflect on their own experience of group participation in order to learn about the human elements that influence collaborative partnerships in monitoring disability inclusion in society. Participation and reflection on the experience of learning in a group appeared to assist some students in learning about collaboration. Students' papers revealed insight into the group process and group dynamics. For instance, a student from one of the groups who had experienced conflict between participants described the following:

My MDIS group's dynamics continues. I am baffled by X's stance with regards to her not wanting her role as coordinating. I assume that she is primarily unhappy with X. However, I sense that she is not happy with my addressing certain issues either (Participant 1).

The beginning of reflection is indicated by the student's reference to his own behaviour and his feelings about it. However, the student does not follow this insight through to reflection on possible changes of behaviour that could improve the dynamics in the group, indicating that full reflection is not yet evident.

Most students reported that conflict and disagreements arose in their groups. Part of their learning focused on this natural occurrence in groups and the opportunity to learn about the human elements that influence collaborative partnerships in monitoring disability inclusion. Only a handful of student papers revealed insight into strategies to resolve group disagreements

through reflection, thereby demonstrating beginning reflection. Most students provided descriptive accounts that offered some resolution but not enough emphasis on personal experience. For instance, a student reported the following strategy:

After identifying a certain problem, we then had to talk about it and develop solutions as a whole to avoid further problems... This allowed us as a group to easily notice that there was a problem in the groups (Participant 2).

Another reported:

...then maybe one member oppose or disagree with others' points, it really created tension or conflict within the group. But we ended up resolving by explaining to that person or else she or he must explain clearly to the other two and give reasons to support her or his answer (Participant 3).

Such entries explained process rather than personal insights. However, this group did resolve the problem of group tension internally. Other groups wanted to rely on external sources such as lecturers to resolve the group's tensions. An example is:

The conflicts that arose were dealt with efficiently and effectively. [Name of a lecturer] met regularly with the group and resolved the impasses present at the time (Participant 4).

This excerpt is purely descriptive and does not convey reflective thinking or personal awareness as a means of overcoming a challenge.

The above findings revealed that reflection in the action learning journals did not assist these students to gain insight into the group process and how human elements could affect collaboration. Their descriptions did not reveal reflection that could lead to changed insights or new knowledge. It was evident from the findings that students had not yet grasped what reflection is and how it is applied.

Reflectors and non-reflectors

Reflectors

A few of the students' work revealed the capability of reflection on their own actions. Reflection of self-awareness and the impact of self on group interaction that resulted in positive changes were reported by some students. The ability to look critically to the self and insight into changes required in their own behaviour were considered to be indicative of the students' ability to reflect on their actions. For example, one student wrote:

Her being uncomfortable at some instances led me to the confrontation of self. I realised that I may have been much too hard on my partner... in a sense I realised that my decision to step back in the constant fault finding helped her open up and she could ask without fear (Participant 5).

The above excerpt reveals reflection on own behaviour and how insights derived from the experience had led to a change in her own behaviour for the benefit of the group. Another reported:

I learnt so much about how to self-control and discipline and integrity. I had to learn to control my feelings and emotions and have tried to be a very understanding person (Participant 6).

Again, self-awareness and critique of her own behaviour resulted in insight of how changed behaviour could advance the functioning of the group. It appeared that not many students' work revealed the ability to reflect on their actions. Some of the students' descriptions indicated the beginning of the reflective process by describing their personal experiences. Yet, the descriptions did not contain resolutions of how insight into the self could lead to changes in behaviour. Examples are:

I experienced a lot of difficulty as I personally felt I was not respected (Participant 6).

and

I questioned my colleague's ability to elaborate on certain sections of Kaplan's elements. I felt simultaneously uncomfortable and surprised... warning bells alarmed and I was very aware of my obsessive thinking (Participant 7).

These students' descriptions indicated the first steps into the process of reflection.

Another indicator of the beginning of reflection on own experience was revealed when a student supported his new insights by reverting back to the literature. This student reported the following:

The group's harmony changed when X accused me of being a bully, thus creating conflict within the group... According to Belcher (2013), conflict is inevitable when a group of people are requested to work together (Participant 1).

Again, this student's work revealed the beginning of reflection, but it is not followed through with a critique of own behaviour or planned changes in behaviour.



Non-reflectors

Although some students' journal entries demonstrated the ability to reflect on action, others did not. The most common indicator of non-reflection was revealed by descriptions of events and omitted reference to personal experience. For instance, a student described a logistical issue that appears to be a misunderstanding of what she should have been reflecting on. She wrote:

Team members became free to discuss the difficulties they were facing, for example mutual place for meeting... since team members are from different towns (Participant 8).

Another student's work contained a similar description of events, rather than a reflective account of her own experience:

Problems were identified through the debriefing sessions we had with staff... we asked staff members what hindered them (Participant 9).

The last two quotes raised the question of whether these students were clear on the requirements of the task or whether the process of self-reflection on action was not yet a skill that they could apply. A few more students focused on the external organisation for whom they were developing the monitoring tool and did not refer to their own experience in their group at all. These students wrote an account of events that happened externally.

Interpretation of the instructions for the paper

The data revealed a difference in interpretation of the instructions for the paper. A few students appeared to have not understood the requirements of writing an action learning journal or the instructions for the paper. However, most students' papers revealed a very good understanding of the requirements of the task. The following excerpts demonstrate sound understanding:

The purpose of the journal is to provide a background story pertaining to my discoveries and personal experiences of working collaboratively (Participant 6).

An action learning journal is used in this report to reflect on the process engaged in, in developing monitoring tools for disability organisations. As a group, managing deliverables requires each person to learn about the human elements that influence collaborative partnerships in monitoring disability inclusion in society (Participant 10).

The purpose of this essay is to reflect on group dynamics and processes in participatory collaboration of developing a monitoring tool (Participant 7).

In contrast, a few students' work revealed minimal understanding of the requirements of the task. In such cases there were no indications of reflective thinking, no mention of their experiences of group work, and no reference to the human elements that could influence the development of a monitoring tool for an organisation. The following two excerpts are examples:

The group work I have worked on with a colleague, I agree that I should take part and share the tasks. The project was to work on [name of organisation] capacity building (Participant 11).

and

In my action learning journal I will explain to you [name of the team] paralympic team and how this sports group was started and their main aim/goal (Participant 12).

These students' papers contained descriptions of events and ways in which the group engaged with the organisation, but did not contain any reflection on their own experience of working in a group. Although the non-reflective students were in the minority, the question raised here is why these students did not understand what needed to be recorded in their action learning journals?

Reported benefits of keeping an action learning journal

Despite the few students who appeared not to have understood the task instructions, most students made an attempt to reflect on their own experiences of group work to understand the human elements of collaboration. The following excerpt revealed the student's concluding experience of keeping an action learning journal:

This space of reflective writing has given me an opportunity to reflect on how much I have grown as a person. I have always had views that I long wanted to put to test. I now had the opportunity to put them out there. Reflective writing has also given me an opportunity to self-evaluate in order to do things differently going forward (Participant 3).

For these students, the use of an action learning journal appeared to have successfully facilitated learning.

Discussion

The 2015 MDIS students' use of action learning journals as a method of reflection on group collaboration elicited a variety of responses. From the

findings, it emerged that a few students did not reflect on action at all. Such students described the events or their tasks, but they did not refer to their own experiences of group work or to reflection on their own behaviour and the impact thereof on the group's functioning. Other students' work revealed the beginning of reflective thinking as they identified their own experiences and could describe and question their own behaviour. A few students portrayed the ability to move beyond identification to the realisation that changes in their own behaviour could lead to better outcomes for the group. None of the students revealed the ability for deep and critical reflection. Such advanced reflection could not be expected in a course of such short duration.

As reflection is the core component of action learning, the understanding of what reflection is and how to use the process is essential (Schwartz, n.d.). To this end, Moon (2004) describes a two-stage process for training students in reflection. In the first stage, students are provided with examples of reflective writing, and they discuss why the writing is reflective and what the concept of reflection means. They then practice writing brief reflections. In the second stage, students are provided with activities to help them to move from basic to more complex forms of reflection and to deepen their understanding.

The process of reflection had not been taught explicitly to this student group. It is thus possible that those students who could show reflective thinking may have a more innate ability to reflect on action, and others not. This assumption is consistent with the findings of Wallace and Oliver (2003), who questioned whether reflective thinking could be taught. Others (Aronson, 2011; Ryan, 2013) argue that reflection can be taught if a methodical process is explained and students are given multiple opportunities to practice reflective thinking. Ryan (2013) suggests that students can and should be taught how to reflect in deep and transformative ways. Aronson (2011) states that the goal of professional reflection is to move students to higher levels of reflection. To attain this, lecturers need to attend to all levels of reflection.

An interesting finding was that some students' answers were not based on their experiences of working in a group, revealing inaccurate interpretations of the requirements of the task. The work of Stacey and Granville (2009) highlights postgraduate students' stated need for more explication and clarification of learning tasks during postgraduate studies. The need for more clarification is probably more so in distance and blended learning programmes.

Lessons learned

From analysis of the data and review of relevant literature, we conclude the following:

- The use of action learning journals can be an effective educational strategy if students have mastered the ability to reflect.
- To ensure that students obtain the maximum benefit of learning through reflection, the current teaching of the action learning cycle should focus on reflect on action.
- To learn how to reflect, more time needs to be given for activities, including practical exercises, which should precede the requirement of reflecting.
- As students were not required to submit journal entries for formative assessment and feedback, the lecturer only became aware of students' ability to reflect after submission of the final paper. Formative feedback on early journal entries may assist lecturers to provide intervention for students who are not yet mastering the ability to reflect.
- Longer exposure to the requirement of reflection on action may assist students to move to higher levels of critical reflection.

Recommendations

The central recommendation is to ensure that students understand and can apply the process of reflection of the action learning cycle. To this end, we recommend that a step-by-step process on how to reflect should be included in teaching the action learning cycle. During the contact block, reflective writing should be practiced before the students start keeping their action learning journals.

Another recommendation for future use of action learning journals is to require that students submit some reflective writing earlier. For instance, students could be required to submit a draft on reflective writing after the first three weeks for the lecturer to obtain an understanding of how the students are reflecting. Formative feedback could help the students to structure and deepen their reflection on what they have learnt from their own experiences.

To ensure that students understand the requirements of the task, a learning activity on the requirements could be placed on the discussion forum or blog of the electronic learning platform as an example. Peer evaluation and

peer responses to journal entries could also be built into the task.

Finally, as more than six weeks is required to develop sound reflective abilities and to move students to higher levels of reflection, lecturers of other courses of the programme could be requested to include the use of action learning journals in their learning activities. Should all courses of the programme include the use of action learning journals as an educational strategy, we are of the opinion that students could graduate as reflective practitioners.

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MONITORING DISABILITY INCLUSION AND SOCIAL CHANGE

This edition of *Disability Catalyst Africa* brings to the fore the challenge and importance of monitoring disability inclusion in policy processes to effect social change. In doing this, it provides inspiring narrative experiences of postgraduate diploma students in Disability Studies at the University of Cape Town. Students are introduced to international disability frameworks with the intention of developing their knowledge and skills to build an evidence base for advocacy through collaborative relationships to contribute to inclusive social, economic and political development. The chapters are based on their approaches to monitoring disability inclusion in communities, higher education and different government departments. One describes a qualitative study focused on disability inclusion at the University of Namibia and another one challenges changes in organisational psychology curriculum for inclusive human resource management. Two chapters advocate for disability inclusion in the Arts, and specifically in Dance. Contributors explore possibilities of persons with disabilities being skilled to work in South Africa's agricultural sector for economic participation, decent work and food production. Another explains ways in which youth with disabilities could be included in the Extended Public Works Programme. Among other issues raised here are the limited access to education for Deaf people and the resultant absence of employment opportunities, as well as sporting opportunities and attitudes towards athletes with disabilities. The use of Theories of Change, the Logic Model and action learning journals as tools to monitor organisational capacity for disability inclusion and social change are explored.

