

A Pilot Study: Participation opportunities for persons with disabilities in training
interventions in a Public Service department.

by

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SUMMARY

Persons with disabilities face several barriers in their everyday lives and are often unable to participate fully in society or to reach their full potential. They often have little or no exposure to formal schooling or education, which means that they can only be employed at entry-level positions in organisations. When employed, they are often not nominated to attend any training interventions because of the logistical arrangements that need to be made to accommodate them.

The central problem investigated in this research study was whether persons with disabilities were equally exposed to training interventions and opportunities in the Department of Trade and Industry (**dti**) and the Companies and Intellectual Property Registration Office (**CIPRO**) as persons without disabilities. In other words, were they equally advanced in terms of skills development as envisaged by the JobAccess Strategy (*the Strategic framework on the recruitment, employment and retention of persons with disabilities in the public service*) and does this empowerment help redress past discriminatory practices? If not, what can **the dti** and **CIPRO** do to change this situation (2008:2) The JobAccess Strategy was approved by the South African Cabinet in November 2008. This strategy wanted to create a public service that can not only accommodate persons with disabilities as employees, but also advance them in terms of skills development.

This study therefore aimed to determine whether persons with disabilities were equally exposed to training interventions in **the dti** and **CIPRO** as persons without disabilities; and whether persons with disabilities were equally advanced in terms of skills development as envisaged by the JobAccess Strategic Framework. Furthermore, the researcher aimed to determine to what extent **the dti** and **CIPRO** develop employed persons with disabilities in order to address their disadvantaged position by virtue of the discrimination they suffered in the past and, finally, the researcher made some recommendations to the management of **the dti** and **CIPRO** regarding the empowerment of persons with disabilities through training and development opportunities.

In an effort to study this topic and accomplish the aims of the research project, a comprehensive literature review of recent and relevant literature sources available on the researched topic was conducted. The literature review included reference sources and the relevant legislation, as well

as relevant information identified by means of electronic search engines. Special attention was given to defining important terms, such as *disability*, *education*, *training* and *development*, as well as to understanding the concept of disability by looking at different types and causes of disability.

The researcher then gathered specific data on **the dti** and **CIPRO** from the following source documents: annual reports, work place skills plans, and annual training reports; and from individual interviews with the identified participants. Qualitative data were collected through individual interviews with staff members with disabilities and observations recorded by the researcher during the interviews. This was done in an attempt to gather first-hand data in a confidential, safe environment where interviewees could be honest and at ease.

Broadly considered, the findings of the study were that the participants with disabilities employed in the two entities studied, were mainly exposed to repetitive, low-level training that would lead to little or no career advancement. A comparison of the percentage of trained employees with disabilities with their trained colleagues without disabilities also showed an unequal distribution.

Based on the research findings, various recommendations were made with a view to improve the training opportunities of employees with disabilities in **the dti** and **CIPRO**. These recommendations included changes to the relevant policies and practices to ensure equal employment practices and developmental opportunities for all employees.

KEYWORDS

Disability, placement, persons with disabilities, human rights, education, training, development, equity and equality in the workplace, accessibility, career advancement/promotion.

TABLE OF CONTENTS		PAGE
CHAPTER 1		
INTRODUCTION AND STATEMENT OF THE PROBLEM		
1.1	Introduction	1
1.2	Orientation and motivation for this study	1
1.2.1	Orientation	1
1.2.2	Motivation	2
1.3	Statement of the problem	3
1.4	Research questions	3
1.5	The aim of this research	3
1.6	Method of study	4
1.7	Paradigmatic perspective	5
1.7.1	Paradigm	5
1.7.2	Theoretical assumptions	7
1.7.3	Explanation of concepts	7
1.7.3.1	Disability	7
1.7.3.2	Education, training and development	9
1.8	A preview of chapters	10
1.9	Conclusion	11
CHAPTER 2		
THE PREVALENCE OF DISABILITY IN SOUTH AFRICA		
2.1	Introduction	12
2.2	The nature of disability in South Africa	12
2.2.1	Defining disability	13
2.2.2	Types of disability	16
2.2.2.1	Mobility and physical impairments	16
2.2.2.2	Spinal cord disability	16
2.2.2.3	Head injuries - brain disability	17
2.2.2.4	Visual disability	17
2.2.2.5	Hearing disability	18
2.2.2.6	Cognitive or learning disabilities	18
2.2.2.7	Psychological disorders	19

2.2.2.8	Invisible disabilities	19
2.2.3	Causes of disability	21
2.2.3.1	Violence and war	21
2.2.3.2	Poverty and unemployment	21
2.2.3.3	Illiteracy and lack of knowledge regarding disability	22
2.2.3.4	Failure of good primary health care	22
2.2.3.5	Unhealthy lifestyles	22
2.2.3.6	Environmental factors	23
2.2.3.7	Accidents	24
2.2.3.8	Social environment	24
2.2.4	The status of disability in South Africa	25
2.3	South African legislative framework on disability	28
2.4	Disability in the workplace in South Africa and Internationally	35
2.5	The nature of education training and development	38
2.5.1	Defining education, training and development	38
2.5.2	The status and availability of education, training and development for persons with disabilities	39
2.5.2.1	Persons with disability per educational level in South Africa and Internationally	40
2.5.2.2	ETD and disability in the workplace	44
2.5.2.3	Disability models	47
2.5.2.4	Capacity building for persons with disability	49
2.6	Conclusions	50

CHAPTER 3

RESEARCH METHODOLOGY AND DESIGN

3.1	Introduction	51
3.2	Research designs	51
3.3	The Qualitative research design	53
3.3.1	Advantages of qualitative research	54
3.3.2	Disadvantage of qualitative research	55
3.3.3	Methods of data analysis in qualitative research	56
3.3.3.1	Grounded theory	56

3.3.3.2	Discourse analysis	57
3.3.3.3	Content analysis	57
3.3.4	Site or social network selection	59
3.3.5	Participant selection	59
3.4	Qualitative quality assurance	60
3.4.1	Triangulation	60
3.4.1.1	Strengths and weaknesses of triangulation	61
3.4.2	Validity, reliability, credibility and associated concepts	62
3.4.2.1	Validity	62
3.4.2.2	Reliability	64
3.4.2.3	Credibility	65
3.4.2.4	Transferability	66
3.4.2.5	Trustworthiness	66
3.5	Research ethics	67
3.5.1	Respect for persons	67
3.5.2	Beneficence	67
3.5.3	Justice	68
3.6	Research approach	68
3.6.1	Interactive approach	69
3.6.2	Researcher's role	69
3.6.3	Data collection strategies	70
3.6.4	Interviews	70
3.7	Data analysis	72
3.7.1	Decide on the level of analysis	73
3.7.2	Decide how many concepts to code for	73
3.7.3	Decide whether to code for existence or frequency of a concept	74
3.7.4	Decide on how one will distinguish between concepts	74
3.7.5	Develop coding rules	74
3.7.6	Decide what to do with irrelevant information	74
3.7.7	Code texts	75
3.7.8	Analyse the results	75
3.8	Conclusion	76

CHAPTER 4

ANALYSIS AND INTERPRETATION OF COLLECTED QUALITATIVE DATA

4.1	Introduction	77
4.2	The semi-structured Interviews	77
4.3	Demographical information	77
4.4	Interview responses	78
4.4.1	Interview analysis	79
4.4.1.1	Coding process and inter-coder agreement	79
4.4.1.2	Data themes and categories	79
4.4.1.3	Interview data analysis discussion	81
4.5	Researcher observations	103
4.6	Document analysis	105
4.7	Conclusion	110

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1	Introduction	111
5.2	Literature review	111
5.3	Qualitative data analysis	111
5.4	Findings	112
5.4.1	Theme 1 – Disability	113
5.4.2	Theme 2 - Career advancement	113
5.4.3	Theme 3 - Career development	114
5.4.4	Theme 4 - Affirmative action	116
5.5	Conclusions of this study	117
5.6	Recommendations	118
5.7	Final conclusion	120

BIBLIOGRAPHY	121
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ANNEXURES

ANNEXURE A	Informed Consent Form	135
ANNEXURE B	Verbatim Interviews	136

ABBREVIATIONS

ABI	Acquired Brain Injury
ATR	Annual Training Report
CATS	Creating Accessible Teaching & Support
CEDAW	Convention on the Elimination of all forms of discrimination against Women.
CEE	Commission for Employment Equity
CIPRO	Companies and Intellectual Property Registration Office (Known as Companies and Intellectual Property Commission (CIPC) from 2011)
CNS	Central Nervous System
CRPD	Convention on the Rights of Persons with Disabilities
DOJ	Department of Justice
DPSA	Department of Public Service and Administration
the dti	Department of Trade and Industry
DOSD	Western Cape Department of Social Development
DPO	Disabled Peoples Organisations
EE	Employment Equity
ETD	Education Training and Development
ETTAD	Enabling teachers and trainers to improve the accessibility of adult education
FAS	Fetal Alcohol Syndrome
GED	General Education and Development
HRD	Human Resource Development
ICF	International Classification of Functioning
IDMT	Inter-Departmental Management Team
JobAccess	Strategic framework/ Implementation plan on the recruitment, employment and retention of persons with disabilities in the Public Service
MS	Multiple Sclerosis
NCPHSBBR	National Commission for the Protection of Human Subjects of Bio-Medical and Behaviour Research
NGO	Non-Governmental Organisations

PALAMA	Public Administration Leadership and Management Academy
PSC	Public Service Commission
PWD	Persons with Disabilities
QASA	QuadPara Association of South Africa
RSI	Repetitive Strain Injury
RTMC	Road Traffic Management Corporation
SA	South Africa
SCI	Spinal Cord Injury
SETA	Sectoral Education and Training Authority
SMS	Senior Management Services
Stats SA	Statistics South Africa
TAG	Technical Assistance Guidelines on the Employment of People with Disabilities
TBI	Traumatic Brain Injury
UK	United Kingdom
UN	United Nations
USA	United States of America
WHO	World Health Organisation
WSP	Work Skills Plan

CHAPTER 1

INTRODUCTION AND STATEMENT OF THE PROBLEM

1.1 INTRODUCTION

Persons with disabilities face several barriers in their everyday lives and are often unable to participate fully in society or to reach their full potential. They often have little or no exposure to formal schooling or education, which means that they can only be employed at entry-level positions in organisations. When employed, they are often not nominated to attend any training interventions because of the logistical arrangements needed to accommodate them.

In November 2008, the South African Cabinet approved the JobAccess Strategic framework on the recruitment, employment and retention of persons with disabilities in the Public Service (SA, 2008a) and the JobAccess Implementation guidelines and plan on recruitment; employment and retention of persons with disabilities (SA, 2008b). With these documents they wanted to create a public service that could not only accommodate persons with disabilities as employees, but also advance them in terms of skills development. In this study I will conduct qualitative research into the extent to which employees with disabilities at the Department of Trade and Industry (**the dti**) and the Companies and Intellectual Property Registration Office (**CIPRO**) are exposed to training and development opportunities, and whether these interventions in any way prepare them for career advancement.

This chapter will provide an overview of the research study as well as the research process followed during the study. Furthermore, reference will be made to the data analysis approach followed as well as the expected contribution this study will make. Lastly, a short breakdown of the chapters in this study will be provided.

1.2 ORIENTATION AND MOTIVATION FOR THIS STUDY

1.2.1 Orientation

The Constitution of the Republic of South Africa (Act 108 of 1996) makes it clear that all persons have an inborn right to human dignity, including persons with disabilities (*section 10*). They also have the same right to education (*section 29*) and equal opportunities (*section 9*) as persons without disabilities.

Disability management should not only entail adhering to Employment Equity (EE) targets, neither during recruitment, nor as a mere indicator on the Work Skills Plan (WSP) of the company, and thus become purely a numbers game. The Public Service sector has an obligation to all employees regarding a commitment to the upliftment of employees from previously disadvantaged groups, and also to ensure that persons with disabilities experience equal employment opportunities, including equal opportunities to education, training and development.

The Employment Equity Act, 1998 (Act 55 of 1998) was passed by Parliament in September 1998, mainly to prohibit unfair discrimination in employment while introducing affirmative action. Specific emphasis in the Act was placed on ensuring equity, the right to equal protection and benefit of the law, *inter alia* for persons with disabilities. This Act defines persons with disabilities as “...people who have a long term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in employment” (Act 55 of 1998).

1.2.2 Motivation

The researcher is herself physically challenged and therefore experienced discrimination because of her disability throughout her career at the companies where she was employed. She was overlooked when employees had to undergo training and even when they were considered for promotion, and this situation prompted the questions posed in paragraph 1.3. It always felt as if she had to prove herself more to management than employees without disabilities, and she was of the opinion that this influenced her perception of life in general and her world of work. De Waal, Currie and Erasmus (2004:493) distinguish clearly between fair discrimination and unfair discrimination. They refer to unfair discrimination as discrimination with an unfair impact. The researcher feels that the lack of exposure to training interventions borders on unfair discrimination.

The current target for representation of persons with disabilities in the Public Service is 2%, (SA, 2008a:2), which should have been reached by 31 March 2010. However, according to research conducted in 2008 by the Department of Public Service and Administration (DPSA), persons with disabilities constituted only 0.16% of the total number of employees in the Public Service by December 2005 (SA, 2008a:2). According to the annual report of the Commission for Employment Equity (SA, 2009c), released at the beginning of September 2009, the representation of employees with disabilities in the Public Service was 0.6% and for the Private Sector it was only 0.7 % (SA, 2009c:6).

1.3 STATEMENT OF THE PROBLEM

According to Ngwena (2004:168) the treatment of persons with disabilities in the workplace raises difficult questions about how to secure the full enjoyment of human dignity, equality and freedom for a minority that has been the object of entrenched marginalisation, and what steps can be taken to curb this form of marginalisation.

Through this research the researcher wants to investigate whether persons with disabilities are equally exposed to training interventions in the Public Service as their non-disabled counterparts and therefore are equally advanced in terms of skills development as mentioned in the JobACCESS Strategy (2008:2). The researcher strongly believes that this issue could be in violation of the basic Human Rights of persons with disabilities. The Constitution of the Republic of South, Africa (Act 200 of 1993) makes it clear that all people have an inborn right to human dignity, including persons with disabilities (Art.10). They also have a right to education (Art. 29) and equal opportunities (Art. 9) just as their non-disabled counterparts.

1.4. RESEARCH QUESTIONS

In view of the aforementioned, the researcher will attempt to find answers to the following research questions that will allow the researcher to explore, describe and explain the problem and possible solutions:

1. To what extent are persons with disabilities equally advanced in terms of skills development when compared with persons without disabilities as envisaged by the JobAccess Strategic framework?
2. To what extent are persons with disabilities exposed to training interventions in **the dti** and **CIPRO** in comparison to persons without disabilities?
3. To what extent do **the dti** and **CIPRO** adhere to their responsibility to develop employed persons with disabilities, in order to address their disadvantaged position in terms of training and development by virtue of the discrimination they suffered in the past?
4. What recommendations can be made to the management of **the dti** and **CIPRO** regarding the empowerment of persons with disabilities in terms of training and development opportunities when compared with persons without disabilities?

1.5 THE AIM OF THIS RESEARCH

Related to the abovementioned research questions, the aims of the research are to:

1. Conduct research and an extensive literature review to determine whether persons with disabilities are equally advanced in terms of skills development when compared with persons without disabilities as envisaged by the JobAccess Strategic framework;
2. Conduct research to determine whether persons with disabilities are equally exposed to training interventions in **the dti** and **CIPRO** as in comparison to persons without disabilities;
3. Conduct research to determine to what extent **the dti** and **CIPRO** adhere to their responsibility to develop employed persons with disabilities, in order to address their disadvantaged position in terms of training and development by virtue of the discrimination they suffered in the past; and
4. Make recommendations to the management of **the dti** and **CIPRO** regarding the empowerment of persons with disabilities in terms of training and development opportunities when compared with persons without disabilities.

1.6 METHOD OF STUDY

Graziano and Raulin (2004:345) postulate that a literature review is done by formally and critically reviewing literature on previous research, where findings and ideas from other studies were abstracted and integrated and conclusions were drawn about the state of the area under discussion. A literature review is an important summary statement, but the researcher must be open-minded as to which literature is applicable to the problem at hand, and which is not.

A literature review of recent and relevant literature sources available on the researched topic will be conducted. In order to compile the literature review, reference sources, legislation such as the Employment Equity Act, Skills Development Act and the Constitution will be consulted, and search engines including Ebscohost, Eric, Google Scholar and SAePublication will be employed. Wiersma and Jurs (2005:52) are of the opinion that search engines can produce more sources than can be used in a lifetime.

The following key words or concepts relevant to the study will be used in the searches: ***disability, placement, disability policies, persons with disabilities, human rights, education, training, development, equity and equality in the workplace.***

The researcher also used EBSCO-host during the search of relevant literature such as books, articles from scientific journals, research reports, conference papers, company policy documents and Services Sector Education and Training Authority (Services SETA)-related training material.

Furthermore, the following methods of data collection will also be used in an effort to address the research questions mentioned in section 1.4. Wiersma and Jurs (2005:204) are of the opinion that, when preparing for data collection and during actual data collection, the qualitative researcher deals with a host of issues, especially if data collection is done in an existing situation such as the working environment. According to Creswell (2009:175) qualitative researchers usually do not rely on a single data source. They gather multiple sources of data, for example documents, observations and interviews. The methods that will be employed in this study will include:

- **Literature review and Document analysis** e.g. academic books and scientific journal articles, policy documents, legislation and deductions from statistical training data, for example the Work Skills Plans (WSPs) and Annual Training Reports (ATRs). The available training statistics per job category as recorded in the relevant WSPs and ATRs will be analysed to determine the number of persons with disabilities that took part in training and development interventions in the selected Public Service departments. This will serve as secondary quantitative data in the form of existing statistics from the Annual Training Report (ATR) in comparison with the relevant Work Place Skills Plan (WSP) to determine to what extent the proposed training for persons with disabilities has been achieved. The ATR reflects the actual training conducted during a certain financial year, while the WSP reflects the proposed training for the following financial year.
- **Individual interviews with the identified participants** – Qualitative data will be collected through individual interviews with staff members with disabilities. This will be done in an attempt to gather first-hand data and to ensure confidentiality in a safe environment where interviewees can be honest and at ease. All the interviews will be audiotaped and transcribed verbatim for future referral.
- **Observations** made by the researcher of the actions and reactions of the participants during the interviews. The researcher will make field notes of her observations for referral purposes.

1.7 PARADIGMATIC PERSPECTIVE

1.7.1 Paradigm

Research is placed within a certain paradigm, context or framework which, according to Christensen, Johnson, and Turner (2011:10), is a “... *framework of thought or beliefs by which reality is interpreted.*” Neuman (2011:94) indicates that a paradigm refers to a framework which includes certain assumptions and questions to be answered as part of the research, an explanation of how you will try to find these answers, what research

techniques will be used — and generally refers to what can be seen as good scientific research. As previously indicated, the qualitative approach will be followed in this research because it is more interpretive and the researcher of the project aims at understanding the experiences of persons with disabilities in terms of exposure to training and development opportunities.

Shrestha (2009:6) describes a paradigm as a “...*broad framework of perception, understanding, belief within which theories and practices operate.*” It therefore, according to Shrestha (2009:8), has to do with how people see and understand something, the mental model they apply to their perceptions, a model which is based on their own beliefs but can be common to a certain field or discipline. This study is an investigation into the exposure of employees with disabilities in **the dti** and **CIPRO** to training and development opportunities. When one considers Kirsten’s (2001:10) viewpoint, it is clear that the paradigm of a study has a direct bearing on the research. It consists of the following four components:

- theories and laws that researchers commit themselves to,
- methodologies and research techniques,
- preconceptions and metaphysical assumptions, and
- assumptions made by the researcher as scientist.

The data collected, analysed and constructed are within the researcher’s conceptual framework, and it is therefore necessary to provide her profile as it relates to this study, with special reference to her personal frame of reference, experience and orientation. The researcher is a registered human resource practitioner with the South African Board for People Practices, and has been a lecturer at the University of South Africa (Unisa) since 2010. Before she joined Unisa, the researcher served in the human resource field of the Public Service for more than 20 years. The researcher was employed in the South African Police Service, ORBIT FET (Department of Education), the Department of Public Works, the Department of Justice and **CIPRO**. During the researcher’s public service career, she studied by correspondence and first obtained the BTech Degree in Human Resource Management, then a Higher Education Diploma and later a BEd Honours degree. The researcher is an accredited assessor and moderator, and is responsible for the Disability Committee in the College of Economic and Management Sciences at Unisa. As a person living with a physical disability since birth, the researcher has a passion for disability rights and the development of persons with disabilities.

1.7.2 Theoretical assumptions

The theoretical assumptions of this study can be summarised as follows:

- The educational levels of persons with disabilities are lower than those of people without disabilities.
- The employment of persons with disabilities has not yet reached the targets set by government.
- The prevalence of barriers faced by persons with disabilities in the workplace is high.
- Persons with disabilities are employed at lower employment levels than those without disabilities.
- The lower income levels of persons with a disability contribute to poverty and lower quality of life experienced by them.

1.7.3 Explanation of concepts

It is necessary to give an explanation of terminology used in this study.

1.7.3.1 Disability

Palama (SA 2010g:17) points out that the South African Cabinet adopted the following definition in 2006 to describe disability *"...the loss or elimination of opportunities to take part in the life of the community equitably with others that is encountered by persons having physical, sensory, psychological, developmental, learning neurological or other impairments, which may be permanent, temporary or episodic in nature, thereby causing activity limitations and participation restriction with the mainstream society"*.

The United Nations (UN) Convention on Rights of Persons with Disabilities (United Nations, 2008:4) defines persons with disabilities *"...as those who have long term physical, mental, intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on equal basis with others"*.

Persons with disabilities face several barriers in their everyday lives and are often unable to participate fully in society and reach their full potential. According to the JobAccess Strategic framework (SA, 2008b:5) persons with disabilities are one of the most disadvantaged groups in society, with less likelihood to obtain educational qualifications or to be employed. The Strategic framework furthermore (SA 2008b:6) indicates that persons with disabilities face barriers such as communication and transport, and are likely to have lower or no income and fewer financial resources than persons without disabilities. In

addition to these challenges, public attitudes to persons with a disability often take the form of ignorance, stereotyping and prejudice, which all have a negative impact on them. Widespread ignorance, fear and stereotypes have caused persons with disabilities to be unfairly discriminated against in society and employment; therefore the JobAccess Implementation plan requires employers to make all efforts to formulate policies to protect the rights of persons with disabilities (SA, 2008c:5).

In November 2008, the South African Cabinet approved the JobAccess Strategic framework on the recruitment, employment and retention of persons with disabilities in the public service (referred to in this document as the Strategic framework) (SA, 2008b) and the JobAccess Implementation guidelines and plan on recruitment; employment and retention of persons with disabilities (SA, 2008c). The purpose of this framework is to outline a strategic approach for advancing persons with disabilities within the Public Service in terms of recruitment, employment, retention, and skills development. The intent of the strategic framework is to create an effective enabling environment within the Public Service through the adoption of progressive policies, establishment of relevant institutional mechanisms and development of key operational processes to ensure a transformed, non-discriminatory and fully inclusive Public Service (SA, 2008b:8).

The Handbook on Reasonable Accommodation (SA, 2007a:13), advocated by the Department of Public Service and Administration as the guide on accommodating persons with disabilities in the Public Service, specifies the following: *“That Departments should implement measures to ensure equitable representation of suitably qualified people from designated groups in all occupational categories, retention and development of people from designated groups and the implementation of appropriate training measures, in terms of the Skills Development Act to be effected as well.”*

According to the Promotion of Equality and Prevention of Unfair Discrimination Act, Act 4 of 2000 (SA, 2000:4), *“...no person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language or birth.”* Therefore, discrimination against employees with disabilities in terms of education, training and development in the workplace, is clearly in contravention of the above-mentioned Act and therefore illegal. The Services Sector Education and Training Authority Toolkit (Services SETA, 2006:15), on Employing and managing persons with disability, views disability as *“...deliberately denying these employees equal access to training and career advancement...”* as direct discrimination.

Cassim (2005:3) stresses the point that, although South Africa has a great deal of legislation in place “... *to promote the employment, training and career development of people with disabilities...*”, including the Employment Equity Act (Act 55 of 1998) and the Skills Development Act (Act 97 of 1998), progress in both the public and private sector in South Africa remains unsatisfactory. Even in the higher education sector the progress is slow. According to Crous (2004:200), who conducted a survey of 751 students at three of South Africa’s universities, only 0.5% of these students have impairments.

Ngwena (2004:167) indicates, however, that over the past two decades there has been a mind shift concerning disability and it has been acknowledged as a human right, leading to more reasonable accommodation measures in the workplace in order to ensure equal opportunities for employees with disabilities. Ngwena adds that persons with disabilities are not only being discriminated against in terms of social neglect and unfair discrimination, but they are also marginalised as “... *the object of imposed charity, social welfare and undue paternalism that has kept them in a perpetual state of dependence and social inferiority*”.

1.7.3.2 Education, Training and Development

Freeman (2005:1) refers to the Amasondo Eisibindi (Wheels of Courage) Learnership that was developed by the QuadPara Association of South Africa (QASA) in order to help train and develop persons with disabilities, and specifically to develop them into entrepreneurs. However, sadly as a result of the cost implication of accommodating persons with disabilities, it was in the end limited to persons with mobility impairments. This project, as part of the National Skills Development Strategy, aimed at making persons with disabilities more employable, but again, the strategy is fruitless if more employment and development opportunities are not offered to persons with disabilities.

According to a study conducted by Services SETA for their training Toolkit (2006:18) on the employment of persons with disability, the development of persons with disabilities through learnerships or workplace mentoring and coaching, as well as accelerated training programmes that can make them eligible for promotion, must be seen as part of the organisation’s affirmative action interventions.

Ngwena (2004:169) also mentions that, although the workplace should address the historical inequalities suffered by persons with disabilities and help them to become socially and economically independent as well as reaching self actualisation, persons with disabilities still face barriers when they want to enjoy their civil, political, economic, social, cultural and developmental rights. Crous (2004:202) states that disability is the cause of

barriers in the learning and development field due to the injustices society commits against persons with disabilities.

Education, training and development will be defined more comprehensively in chapter 2 of this study, but it can be defined concisely as follows. According to Meyer and Orpen (2007:4) **education** entails the general activities directed at providing knowledge, skills, moral values and understanding required in day-to-day life, while **training** focuses more on transferring job specific skills to employees enabling them to perform a specific job or task in the workplace. Meyer and Orpen (2007:4) furthermore indicate that **development** is the on-going learning opportunities people undergo in order to improve and maintain high performance levels in the workplace.

1.8 A PREVIEW OF CHAPTERS

In **Chapter 1**, an introduction, problem statement, aims and method of the study were discussed.

In **Chapter 2** disability in general, and in the workplace and education, training and development interventions, will be investigated by means of a literature study. Theories and models, essential qualities and the causes of disability will be investigated.

In **Chapter 3** the *qualitative* research design will be discussed. The procedures, design, population, sample and the instruments to measure the nature and impact of the exposure of employees with disabilities to education, training and development interventions in **the dti** and **CIPRO** will be discussed.

In **Chapter 4**, the analyses and syntheses of qualitative data will be done. The exposure of employees with disabilities to education, training and development interventions in **the dti** and **CIPRO** will be evaluated.

In **Chapter 5**, a summary will be given and conclusions will be drawn concerning the exposure of employees with disabilities to education, training and development interventions in **the dti** and **CIPRO**. Limitations will be presented and findings will be presented for all the set hypotheses. Lastly, recommendations will be made for future research.

1.9 CONCLUSION

The above information just serves as a summary of what to expect in the remaining four chapters of this research report. As mentioned, the purpose of this study is to determine whether equality exists when employees with disabilities in the Public Service, and **the dti** and **CIPRO** specifically, are exposed to training and development opportunities. The following chapters will provide information to answer this question in the negative or positive.

In the 2010 Annual Report of the Commission for Employment Equity (CEE), the acting chairperson of this commission, Ms Mpho Nkeli (2010c:iv), indicated that, with reference to all designated groups mentioned in the Employment Equity Act, there has been very little progress made in terms of the labour force and the employment of people from the designated groups in the past 20 years. She warned that this could lead to a situation in which young people who qualified themselves but still cannot find suitable employment may protest against this slow transformation in the labour market. This emphasises that South Africa still has a long way to go in implementing affirmative action for all designated groups, including persons with disabilities, and this study will therefore investigate measures implemented by **the dti** and **CIPRO** in relation to the training and development of persons with disabilities.

CHAPTER 2

THE PREVALENCE OF DISABILITY IN SOUTH AFRICA

2.1 INTRODUCTION

In this chapter the researcher of this project will attempt to conduct an extensive study of the literature available on the topics of disability, training and development, as well as on disability in the training and development field. This literature review is an important summary statement of what is known about the specific topic, but the researcher will be open-minded as to which literature is applicable to the problem at hand and which is not. In this literature review the researcher will touch on topics associated with disability in general and in the workplace in particular. Education, training and development and the status of disability in South Africa will be discussed briefly.

Literature on the barriers and challenges experienced by persons with disabilities in day-to-day life, society, the workplace, and in terms of education, training and development, will be considered. This information forms an important background to the research to be conducted and the deductions that will be made by the researcher in this study.

2.2 THE NATURE OF DISABILITY IN SOUTH AFRICA

According to the Promotion of Equality and Prevention of Unfair Discrimination Act, Act 4 of 2000 (SA, 2000:4), *“No person may unfairly discriminate, directly or indirectly, against an employee in any employment policy or practice, on one or more grounds including race, gender, sex, pregnancy, marital status, family responsibility, ethnic or social origin, sexual orientation, age, disability, religion, HIV status, conscience, belief, political opinion, culture, language or birth.”* Therefore, discrimination against employees with disabilities in terms of education, training and development in the workplace, is clearly in contravention of the Act and therefore illegal. The Toolkit: Employing and managing people with disability compiled by Services SETA (2006:15) sees *“...deliberately denying these employees equal access to training and career advancement”* as direct discrimination.

According to Kleynhans and Kotzé (2010:405), many persons with disabilities in South Africa are still not being formally employed and in general experience negative attitudes from persons without disabilities. This is confirmed by the statistics reflected in the 2010 annual report of the Employment Equity Commission for 2010, which indicates that only 0.9% (SA, 2010c:19) of all employees reported by employers during the Employment Equity reporting process were persons with disabilities.

Kleynhans and Kotzé (2010:405) also explain that attitude is an idea, which means it has a cognitive component, but it is based on emotions (affective component), and that these cognitive and affective components influence how one behaves, and therefore how persons without disabilities will behave towards those with disabilities. In order to change attitudes, and how persons with disabilities are seen by the world, it is important to understand what disability entails.

In November 2008 the South African Cabinet approved the JobAccess Strategic framework on the recruitment, employment and retention of persons with disabilities in the Public Service and the JobAccess Implementation plan (SA, 2008a & 2008b). The purpose of this framework is to outline a strategic approach for advancing persons with disabilities within the Public Service in terms of recruitment, employment, retention, and skills development. The intent of the strategic framework — JobAccess Strategic framework (SA, 2008a:8) — is to create an effective, enabling environment within the Public Service by means of the adoption of progressive policies, establishment of appropriate institutional mechanisms and development of key operational processes to ensure a transformed, non-discriminatory and fully inclusive Public Service.

It is therefore apparent that various legislative and other frameworks had to be developed to ensure the equitable treatment of persons with disabilities.

Before considering the literature on the treatment of persons with disability in South Africa, it is important to understand the meaning and extent of disability.

2.2.1 Defining disability

As mentioned above, in order to effectively understand the issues related to persons living with disability, it is important to first understand what disability means.

In Chapter One the researcher already alluded to the fact that, according to Palama (SA, 2010g:17), the South African Cabinet adopted the following definition of disability in 2006: *“...the loss or elimination of opportunities to take part in the life of the community equitably with others that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological or other impairments, which may be permanent, temporary or episodic in nature, thereby causing activity limitations and participation restriction with the mainstream society.”*

The United Nations (UN) Convention on rights of persons with disabilities (UN, 2008a:4) defines persons with disabilities *“...as those who have long term physical, mental,*

intellectual or sensory impairments which, in interaction with various barriers, may hinder their full and effective participation in society on equal basis with others”.

The Americans with Disability Act of 1990, of the United States of America (1990a:3), defines a disabled person as one with a disability if “...she or he (1) has a physical or mental impairment that substantially limits a major life activity, (2) has a record of such impairment, or (3) is regarded as having such impairment. Further to this act at least one of these three parts of the definition must be met for an individual to be considered as to have a disability.”

Tate and Pledger (2003:290) attempted to derive a sociologically accepted definition of disability in an effort to incorporate as many of the perceptions around disability as possible. According to them “*The disability experience is multifactorial, including personal characteristics, as well as environment, societal, and psychological factors that may play a role. The relative degree of disability and the disability experience fluctuate depending on condition, time, and setting. Thus disability is a contextual variable, dynamic over time and circumstance.*”

Closer to home in South Africa, the Employment Equity Act, Act 55 of 1998, (SA, 1998a) defines persons with disabilities as “...people who have a long-term or recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in, employment”.

The Public Service Commission found in the Report on disability equity in the Public Service (SA, 2008d:16) that this definition confused both employers and persons with disability in terms of “...physical or mental impairment...” and whether the impairment is substantially limiting. It was determined that the definition included in the JobAccess Strategic framework (SA,2008a:16) adopted by the South African Cabinet in 2007, provides a more encompassing definition and a clearer understanding of disability. The definition reads as follows: “*The loss or elimination of opportunities to take part in the life of the community equitably with others that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological, or other impairments, which may be permanent, temporary, or episodic in nature, thereby causing activity limitations and participation restriction with the mainstream society. These barriers may be due to economic, physical, social, attitudinal and/or cultural factors*”. This is also the definition that the researcher felt was most applicable in this study as it was proclaimed for use in the Public Service by including it in the JobAccess Strategic Framework and the

two organisations included in this study, **the dti** and its agency **CIPRO** forms part of the Public Service.

In an effort to ensure equality for persons with disabilities and to protect their human rights, South Africa was one of the countries that signed the UN Convention on the Rights of Persons with Disability. The eight guiding principles of this Convention (UN, 2008a:17) are:

- Respect for the inherent dignity, individual autonomy and independence of persons, including the freedom to make one's own choices.
- Non-discrimination.
- Full and effective participation and inclusion in society.
- Respect for differences and acceptance of persons with disabilities as part of human diversity and humanity.
- Equality of opportunity.
- Accessibility.
- Equality between men and women.
- Respect for the evolving capacities of children with disabilities and respect for the right of children with disabilities to preserve their identities.

The researcher of this study understands from the above, as well as her own experiences as a person living with disability from birth, that disability encompasses physical, mental, learning or sensory challenges, to the extent that it leaves the person with the disability on the sideline of "*normal life*" for a year, two, three or more. Disability impairs your ability to be part of what is generally considered to be "*normal*" and limits your opportunities to live, not only a full personal life, but also to build a career without certain adjustments or assistive devices.

From the foregoing definitions it is thus clear that disability is an impairment that limits a person's participation in life and the workplace, and that it is a condition that will remain for 12 months or longer and therefore cannot be ignored by the employer. Not only will the employer need to make adjustments to the workplace, but also to the work culture in order to successfully accommodate and integrate persons with disability. In this process, education, training and development have a pivotal role to play, not only to prepare persons with disabilities for the workplace and economic independence, but also to educate the rest of the workforce and communities in general, on how to interact with those living with disability.

2.2.2 Types of disabilities

In addition to understanding the definition of disability, it is also important to understand the different types of disabilities. The World Report on Disability (WHO, 2011:6) points out that persons with disabilities are diverse and heterogeneous, while stereotypical views of disability emphasise wheelchair users and a few other “*classic*” groups, such as blind people and deaf people. In reality, disability encompasses the child born with a congenital condition such as cerebral palsy, or the young soldier who loses his leg to a land-mine, or the middle-aged woman with severe arthritis, or the older person with dementia, among many others. Health conditions can be visible or invisible; temporary or long term; static, episodic, or degenerating; painful or inconsequential. According to the Disabled World organisation (Disabled World, 2011) the following eight types of disabilities can be identified:

2.2.2.1 Mobility and physical impairments

This category includes different physical disabilities which could be hereditary or due to age or an accident. It includes:

- upper limb(s) disability;
- lower limb(s) disability;
- manual dexterity disability, and
- disability in co-ordination affecting different organs of the body.

According to the CATS document (Creating Accessible Teaching & Support) (ADCET, 2011), there are different conditions and impairments that can limit physical activities and mobility, including disturbances of coordination and balance due to injuries. The latter include acquired brain injury (ABI) which could result from car and other accidents, and cause muscle spasms or chronic pain. The conditions also include, but are not limited to, cerebral palsy, arthritis, muscular dystrophy, multiple sclerosis (MS), Parkinson’s disease and repetitive strain injury (RSI). Furthermore, you can also find that back or neck injuries can impair mobility temporarily or permanently, similar to the effects of strokes, and cannot be ignored when considering physical disabilities.

2.2.2.2 Spinal cord disability

Spinal cord injury (SCI) can sometimes lead to lifelong disabilities. This kind of injury is mostly caused by severe accidents. The injury can be either complete or incomplete. In an incomplete injury, the messages conveyed by the spinal cord are not completely lost, whereas a complete injury results in a total loss of function of the sensory organs. In some cases spinal cord disability can be a birth defect.

According to the United Spinal Association (2011) some of these disabilities include “... *traumatic spinal cord injury, multiple sclerosis, spina bifida, poliomyelitis, amyotrophic lateral sclerosis (Lou Gehrig’s disease), and syringomyelia.*” These conditions lead to some degree of paralysis which can get worse depending on the specific condition. Sadly, persons suffering from these conditions could also suffer from secondary conditions including pressure ulcers and respiratory infections, which does not only increase the negative effects on their health but also increases the health costs. The Association also points out that persons with spinal cord and other disabilities are less likely to be employed, and most often are poorer than those who are physically and mentally able, which complicates the situation even more.

2.2.2.3 Head injuries — brain disability

According to Disabled World (2011) disability of the brain will occur due to a brain injury, which can range from mild or moderate to severe brain injuries. There are two types of brain injuries:

- Acquired brain injury (ABI — which is not hereditary and can be caused by various external forces), and
- Traumatic brain injury (TBI — which refers to emotional dysfunction or disturbed behaviour).

According to Dijkers (2004:2) traumatic brain injury can have severe limiting effects on the persons suffering from it, including “*cognition; communication; physical health; behavior; personality and mood; and, indirectly, on most other aspects of life, through a cascade of indirect affects.*” These types of injury can be due to car or other accidents.

2.2.2.4 Visual disability

Many people suffer from minor to more serious visual impairments and these impairments can also result in a more serious disability, such as blindness and ocular trauma, to name a few. The most common vision impairments include scratched corneas, scratches on the sclera, diabetes-related eye conditions, dry eyes and corneal graft.

The Encyclopaedia of Disability (Albrecht, 2006:98) distinguishes between three categories of visual impairment:

- Total blindness which means that you have no sight at all.
- Legal blindness which means that you have 20/200 vision (a person has some sight and can see what a normally sighted person can see from 200 feet away, from 20 feet away).

- Partially sighted refers to 20/70 vision and implies that the person cannot read regularly sized newsprint.

2.2.2.5 Hearing disability

According to Disabled World (2011) hearing disabilities include persons that are completely or partially deaf, (*deaf* is the politically correct term for a person with hearing impairment).

People who are partially deaf can often use hearing aids to assist their hearing. Deafness can be evident at birth or occur later in life from several biologic causes, for example meningitis can damage the auditory nerve or the cochlea.

Barnartt (2010:201) stresses that whether a person with a hearing impairment can hear some sounds, what sounds they hear, when they are able to hear and whether they can sign, does not mitigate the fact that they cannot hear. It is important that hearing loss does not affect their ability to communicate, which will then cut them off from other people. Furthermore, Barnartt (2010:201) indicates that, although hearing disabilities can be caused by illness or be hereditary factors, and can be associated with other disabilities or conditions; persons with hearing impairments are mostly completely healthy except for their loss of hearing.

2.2.2.6 Cognitive or learning disabilities

Cognitive disability refers to impairments present in persons who are suffering from dyslexia and various other learning difficulties, and includes speech disorders. Vargo and Young (2011:1) are of the opinion that learning disabilities refer to different specific learning problems that are related to a person's intrinsic ability to learn, and which are not due to environmental factors. Therefore, persons with learning disabilities are either born with the condition or may acquire such a disability due to a brain/head injury. According to Vargo and Young (2011:2) examples of learning disabilities include specific learning difficulties in the following areas:

- basic reading (word identification/word decoding);
- reading fluency skills;
- reading comprehension;
- writing;
- mathematical calculation;
- mathematical problem solving;

- listening (listening comprehension);
- speaking (oral expression);
- reasoning, and
- learning and memory.

2.2.2.7 Psychological disorders

Disabled World (2011) indicates that psychological disorders can include *affective disorders*, affecting a person's mood or feelings, and *mental-health impairments*, which refer to psychiatric problems or personality disorders.

Some examples (Disabled World, 2011) include schizophrenia, which is a mental disorder characterised by disturbances of thinking, mood, and behaviour. Bipolar (manic-depressive) disorder is a disorder that causes people to suffer from extreme emotions and completely exaggerated mood swings. This influences them to such an extent that "a *normal life*" becomes very difficult.

According to the Better Medicine website (2011), psychological disorders "... are *abnormalities of the mind that result in persistent behavioural patterns that can seriously affect your day-to-day function and life*". These conditions include the following: eating disorders (e.g. anorexia nervosa); mood disorders, such as depression; personality disorders, such as antisocial personality disorder; psychotic disorders, such as schizophrenia; sexual disorders, such as sexual dysfunction. A person can also suffer from more than one of these conditions at the same time.

2.2.2.8 Invisible disabilities

Invisible disabilities are disabilities that are not immediately apparent or visible to others. According to Disabled World (2011) it is estimated that 10% of persons in the US have a medical condition considered to be a type of invisible disability. This type of disability can refer to chronic conditions, such as renal failure, diabetes, and sleep disorders, which significantly impair the normal activities of daily living of the person suffering from the condition. It can also refer to persons with visual or auditory impairments whose disability is not visible because they do not wear hearing aids or eye glasses. Another common disability that affects many people is fibromyalgia, which causes chronic musculoskeletal pain which is not visible but can severely impact on a person's normal daily activities (Disabled World, 2011).

The University of Washington (2011) describes invisible disabilities as "... *learning disabilities, attention deficits, autism spectrum disorders, psychiatric impairments, Tourette's syndrome, seizure conditions.*" All these conditions are difficult to identify by

looking at a person and therefore persons often also do not disclose these conditions. However, the workplace should still try to be accommodating to these conditions in general and after disclosure or when a problem has been identified.

The figure below (Figure 2.1) will give a more comprehensive visual explanation of the different types of disability.

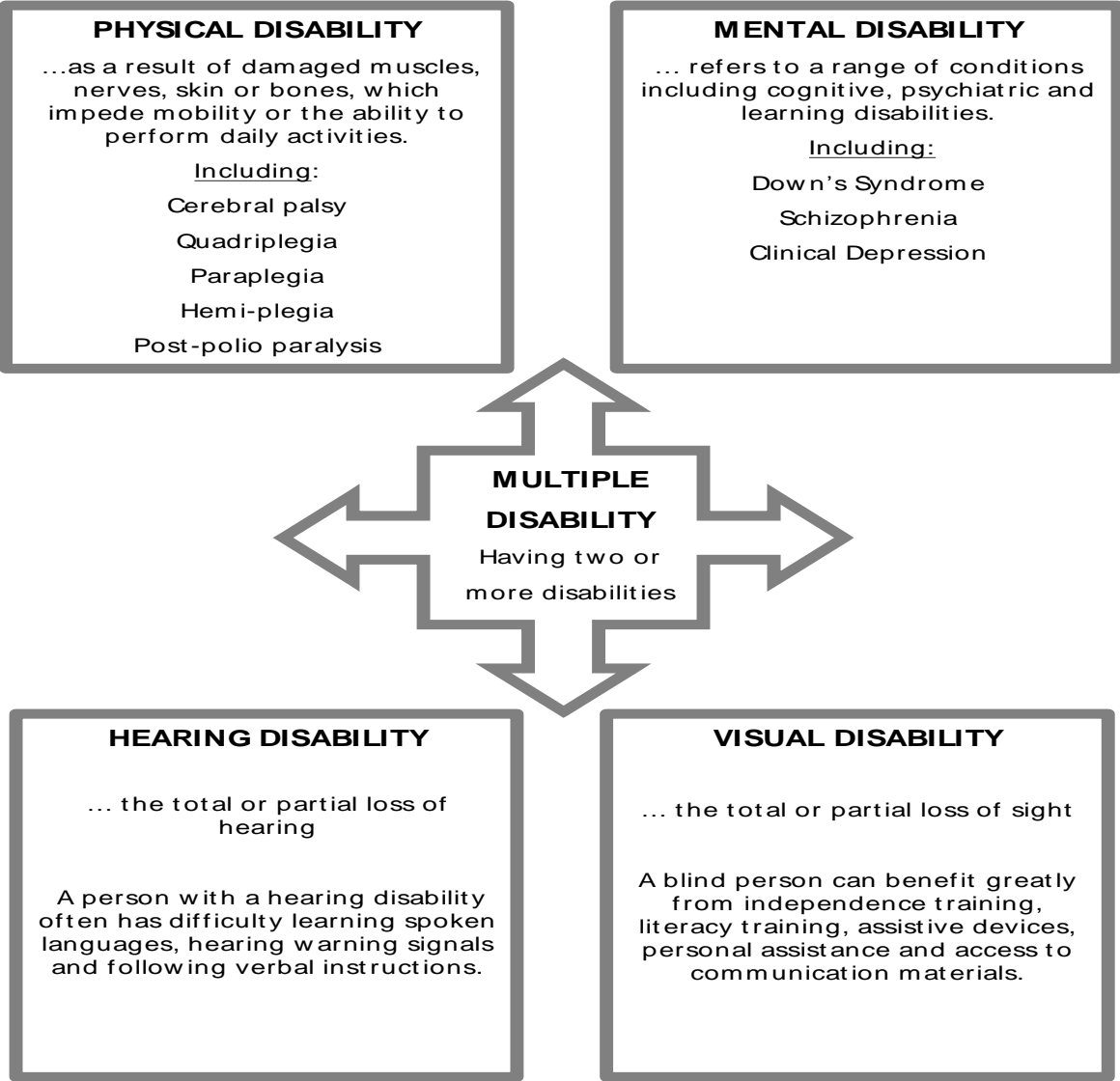


Figure 2.1 Categories of disabilities (Services SETA, 2006:7)

In this quoted figure one can see that the disabilities are grouped as physical, mental, multiple, hearing or visual disabilities. It is, however, important to remember that this is a broad classification and, as discussed above, it is possible to refine the classification by recognising different types of disabilities that are hereditary, due to disease or caused by external factors such as accidents and injuries.

After considering all the information above, it is apparent that the vast number of different types of disabilities, and the severity of a given disability, will have an impact on the life of the person with the disability. Therefore, it will also influence the barriers experienced by the person and the accommodation needed in the workplace and in general day-to-day activities in order to make it possible for the individual to live a full life.

This study includes participants with visual and physical disabilities that are employees of **the dti** and **CIPRO**.

2.2.3 Causes of disability

It is further also important to understand the causes of disability. According to the Integrated National Disability Strategy White Paper (SA, 1997:7) the following causes of disability have been identified:

2.2.3.1 Violence and war

It is noted that there is still a high incidence of violence, especially against women and children. The patriarchal system that still exists in some of our cultures, where male dominance is still very strong, contributes to this violence. The Presidency of South Africa reported that the incidence of violent crimes against women, children and persons with disability is still alarming, and found that the rape cases reported per 100 000 of the population only declined below 1994 levels in 2005/06 (SA, 2008c:78). According to the CEDAW (Convention on the Elimination of all forms of Discrimination Against Women) report, (UN, 2008b:150) South Africa established the Inter-Departmental Management Team (IDMT) aiming at implementing sustainable strategies and programmes to end violence against women and improve services such as victim support and services addressing the needs of vulnerable groups.

2.2.3.2 Poverty and unemployment

Poverty is prevalent in most South African communities as a result of unemployment. This leads to unhealthy living conditions, not only among the unemployed, but also among persons living with disability. According to the Fifteen Year Review document published by the South African Presidency in 2008, 52.54% people earned less than R322 per month in 1995 and this was reduced to 47.99% in 2005 (SA, 2008c:18). According to this review the decline can mainly be attributed to government's social security assistance programme, which benefitted just more than 12 million people in 2007. According to the development indicators for 2009 (SA, 2009f:29) published by the South African

Presidency, the number of persons with disabilities receiving disability grants increased from 711 629 in 1996 to 1 286 883 in 2008/2009.

Poverty and unemployment are also not limited to the third world; even in the United States, the United Spinal Association (2011) states that their census in 2000 showed that more persons with disabilities are unemployed or poorer than persons without disabilities, and they even indicate that ten years after becoming impaired or injured (United Spinal Association, 2011) “... only 32% of people with paraplegia are employed and only 24% of people with quadriplegia are working. This means that roughly 70% of people with spinal cord disabilities are unemployed.”

2.2.3.3 Illiteracy and lack of knowledge regarding disability

In a country where there is still a high illiteracy rate, especially among elderly persons, we still find a lack of information and understanding about disability and the treatment thereof. An even more alarming fact is that Statistics SA found in their 2001 census that about 30% of South Africans living with disability have no education and are therefore illiterate (SA, 2001b:3). Hopefully this statistic would have improved dramatically in the 2011 census. In the *Development Indicators for 2009* document (SA, 2009f:49) the South African Presidency indicated that the current illiteracy rate of all South Africans was reduced from 30.4% in 1996 to 25.9% in 2007 (SA, 2009f:49).

2.2.3.4 Failure of good primary health care

According to the personal experiences of the researcher, the lack of good primary health care services in South Africa contributes to the fact that persons do not understand disability and do not receive adequate treatment. The development indicators for 2009 (SA, 2009f:36) indicated that the life expectancy of females increased from 54.6 years in 2004 to 57.2 years in 2009, and for males it increased from 50.3 years in 2004 to 53.5 years in 2009.

It needs to be stated clearly that statistics for 2010/2011 are not available at the time of this study, and will be collected during the 2011 census.

2.2.3.5 Unhealthy lifestyles

Drug abuse and unhealthy lifestyles, with persons not eating healthily and suffering from excessive stress, also contribute to disability. In the South African Presidential synthesis

report (SA, 2008c:75) it was reported that in 2001, 88 971 children under five suffered from malnutrition, but this decreased to 29 165 in 2007.

Another unhealthy lifestyle is the prevalence of substance abuse in South Africa, especially among mothers. According to Boyce (2010:337) alcohol abuse during pregnancy can harm the unborn child and lead to fetal alcohol syndrome (FAS). Boyce is of the opinion that FAS causes irreversible abnormalities in babies, including growth deficiency before and after birth, distinctively abnormal facial features, and Central Nervous System (CNS) dysfunctions. These symptoms can negatively influence the person's education levels, employment and quality of life and reduce their chance of living independently.

According to the study by May, Gossage, Brooke, Snell, Marais, Hendricks, Croxford, and Viljoen (2005:1190), on foetal alcohol syndrome in the Western Province, South Africa has the highest rate of FAS in the world and, compared to the other provinces in South Africa, the Western Cape had the highest prevalence of risky drinking among pregnant mothers. This gives an idea of the risk factors for babies to be born with FAS.

2.2.3.6 Environmental factors

Environmental factors also contribute to health risks that are indirectly associated with disability, where for example drinking water is poisoned due to mining activities and inadequate purifying service rendered by municipalities. According to the *Mail and Guardian* (SAPA, 2011), the rising mine water in the Johannesburg area leads to persons being more and more exposed to increased concentrations of cobalt, zinc, arsenic, and cadmium, all known carcinogens, as well as high levels of radioactive uranium. This article also pointed out that the contaminated natural water sources are then used especially by poor, informal settlement dwellers to water their crops as well as for their daily water source, which leads to health problems. According to the *Development Indicators for 2009* document (SA, 2009f:31) the percentage of households that have no access to water infrastructure fell from 35.6% in 1993/1994 to 3.5% (SA, 2009f:31) in 2008/2009.

Other environmental factors also play a role. According to Williams (2007:2), lead pollution and iodine deficiency are well-known causes of environmentally-mediated intellectual decline, EMID, which can lead to mental disabilities. Even noise pollution can lead to increased disability and death. According to Coghlan, in the *New Scientist* (2011) "*Western Europeans suffer a heavy toll of death and disability through exposure to*

excessive noise, making it second only to air pollution as an environmental cause of ill health.”

2.2.3.7 Accidents

It is stated that, owing to the high numbers of road accidents, as well as work-related accidents (SA, 2008c:20), the compensation fund for occupational injuries and diseases paid out R7.4 billion in benefits in 2007. The 2010 annual report of the Road Accident Fund (Road Traffic Management Corporation, 2010:19) indicates that according to the statistics received from the Road Traffic Management Corporation (RTMC) the “... *number of accidents with fatalities increased by 0.5% to 10 857 in the 2009 calendar year from 10 805 in the previous calendar year, while fatalities dropped 0.8% to 13 768 from 13 875 in the previous calendar year. In the absence of direct statistics, and applying the global standard of an average 20 injuries for each 1 fatality, the expected number of persons injured on South African roads is approximately 275 360*” (Road Traffic Management Corporation, 2010:19). Thus a high rate of accidents contributes to higher levels of disability.

2.3.3.8 Social environment

The marginalisation of persons with disabilities causes a situation where they are not treated effectively, contributing to disabilities that could have been prevented or cured. According to the 2001 census, the last census conducted by Stats SA before 2011, 5% of the population, i.e. 2 255 982 persons are living with disability in South Africa. The most prevalent disability was sight impairments (32%), then physical disabilities (30%), hearing impairments (20%), emotional disability (16%), intellectual impairments (12%), and at 7% we find communication disabilities, (SA, 2001b:9) The 2008/2009 annual report of the Commission of Employment Equity (SA, 2009c:10) indicated that only 20 756 or 0.7% of persons living with disabilities are formally employed.

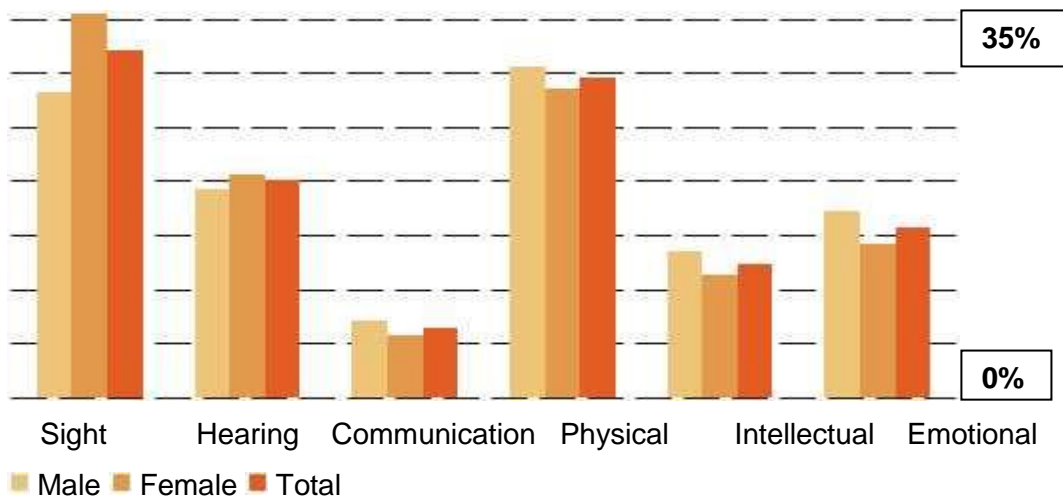
According to the *World Report on Disability* (WHO, 2011:7) “*Prevention of health conditions associated with disability is a development issue*”. The report also stresses that by giving attention to environmental issues such as good nutrition, preventable diseases, safe water and sanitation, as well as safe roads and safety in workplaces, as was also discussed above, disabilities due to health conditions can be minimised. Furthermore, the *World Report* (WHO, 2011:8) also recommends the following approach:

“A public health approach distinguishes:

- **Primary prevention** – actions to avoid or remove the cause of a health problem in an individual or a population before it arises. It includes health promotion and specific protection (for example, HIV education).
- **Secondary prevention** – actions to detect a health problem at an early stage in an individual or a population, facilitating cure, or reducing or preventing spread, or reducing or preventing its long-term effects (for example, supporting women with intellectual disability to access breast cancer screening).
- **Tertiary prevention** – actions to reduce the impact of an already established disease by restoring function and reducing disease related complications (for example, rehabilitation for children with musculoskeletal impairment)”.

2.2.4 The status of disability in South Africa

Graph 2.1 reflects the percentage of South African males and females that suffer from a particular type of disability (sight, hearing, communication, physical, intellectual and emotional) in South Africa in 2001, as reported by Statistics SA in their Prevalence of Disability in South Africa report (SA, 2005:14). This indicates that the majority of South Africans with disabilities are visually impaired and the second biggest group are physically impaired. This will influence the appointment of these persons in the workplace as well as how they should be trained.



Graph 2.1 Percentage of persons with disability per type of disability (SA, 2005:14)

Over the past 50 years, the social attitude towards disability issues and persons living with disabilities has changed. According to the Toolkit on Employing and Managing People with Disabilities, compiled by Services SETA (2006:8), the following events marked these changes:

- *“In 1986 the South African government declared the National Year of the Disabled and established committees to make recommendations. Unfortunately, none of the recommendations from these committees were implemented.*
- *In 1992 the Disability Rights Charter of South Africa was adopted. It aims to promote equal opportunity and asserts the rights of people with disabilities to live independently, in a safe environment and in a society free from discrimination, exploitation and abuse.*
- *Only in 1993 did the UN General Assembly adopt the Standard Rules on the Equalisation of Opportunities for Persons with Disabilities. These rules said that governments have a strong moral and political commitment to take action.*
- *In 1996 the new Constitution of the Republic of South Africa came into effect. Section 9 of the Constitution specifically recognises disability as a justification for affirmative action, as well as grounds for protection against unfair discrimination.*
- *In 1998 the Employment Equity Act became law in South Africa. This Act requires that employers implement affirmative action measures for disabled people and specifically prohibits discrimination because of disability.*
- *In 2000 the South African government passed the Promotion of Equality and Prevention of Unfair Discrimination Act (2006:4). This Act goes beyond the Equity Act and specifically addresses systemic discrimination and inequalities that people suffer because of their race, gender or disability”.*

In 2002 South African Government published the Code of Good Practice on the Employment of People with Disabilities (SA, 2002), which aimed at guiding, educating and informing all parties within the employment relationship (employers, employees and trade unions) to have a better understanding of the rights of persons with disabilities. In 2007, the Technical Assistance Guidelines on the Employment of People with Disabilities (TAG) (SA, 2003a: iii) were published by Government in an effort to complement and support the importance of the Code and give more practical advice on the employment of persons with disabilities in the workplace.

However, persons with disabilities still face several barriers in their everyday lives and employment, and are often unable to participate fully in social activities and reach their full potential. According to the JobAccess Strategic framework (SA, 2008a:5) persons with disabilities are one of the most disadvantaged groups in society, with less likelihood to obtain educational qualifications or to be employed. The framework (SA, 2008a:6)

indicates that persons with disabilities face barriers such as communication and transport, and are likely to have a lower or no income and fewer financial resources than people without disabilities. In addition to these challenges, public attitudes to disability often take the form of ignorance, stereotyping and prejudice, which all have a negative impact on persons with disabilities. Widespread ignorance, fear and stereotypes have caused persons with disabilities to be unfairly discriminated against in society and employment; therefore employers must make a special effort to formulate policies to protect the rights of persons with disabilities —JobAccess Implementation plan (SA, 2008b:5).

According to the Code of Good Practice on the employment of people with disability (SA, 2002:5) released in 2002, it is apparent that, although there are various barriers hampering persons with disability, South Africa has come a long way in protecting the rights of persons with disability. However, according to this Code the following can be seen as discrimination against persons living with disability:

- When unfounded assumptions are made about the abilities or performance of employees or applicants with disability;
- When companies use advertisements or interview techniques that will exclude or hinder persons with disabilities;
- Using discriminatory selection tests;
- Inaccessible offices/work areas, and
- To arrange or provide training that is inappropriate for persons with disabilities.

The Handbook on Reasonable Accommodation (SA, 2007a:13) advocated by the Department of Public Service and Administration as the guide on accommodating persons with disabilities in the Public Service, specifies the following:

*“That Departments should implement measures to ensure equitable representation of suitably qualified people from designated groups in all occupational categories, retention and development of people from designated groups and the **implementation of appropriate training measures, in terms of the Skills Development Act to be effected as well.**”*

Rapea (2002:22) is of the opinion that, for the Human Resource Development (HRD) division to be a true partner in the Public Service, society needs to become more than pen pushers working in silos. We need to become strategic partners, administrative experts, and employee champions and change agents who can advocate and drive change in the Public Service. We should train and develop public servants to meet the performance demands set by the nation, but also to meet their own career aspirations and

psychological and physiological needs. This should also be applicable to persons living with disabilities, who should also be equally trained and developed to meet their career aspirations and make real contributions to the Public Service and the country. Tracey (1995:4) stresses the important point that, like all other employees without disabilities in the workplace, employees with disabilities also need training such as orientation/ induction, technical skills and remedial and skills training to upgrade their skills in the workplace.

Rosenthal (2007:80) conducted a study in America in order to identify the major domains of disability management practices. Researchers distributed 1 500 questionnaires and 304 of the questionnaires were returned. As part of the study participants were requested to rate three domains of disability management according to their importance. The respondents indicated that the most important domain is disability case management and development. Management and evaluation were rated as least important. The study indicated that only 16.09% (Rosenthal, 2007:80) of the time of disability managers are spend on vocational counselling, assessment, job placement and development. The researcher of this study is of the opinion that this is far too little involvement for serious upliftment, development and improvement of a disabled person's employment.

Ngwena (2004:167) indicates, however, that over the past two decades there has been a mind-shift concerning disability and it has been acknowledged as a human right leading to more reasonable accommodation measures in the workplace in order to ensure equal opportunities for employees with disabilities. Ngwena (2004:168) also indicated that persons with disabilities have not only been discriminated against in terms of social neglect and unfair discrimination, but have also been marginalised as *"... the object of imposed charity, social welfare and undue paternalism that has kept them in a perpetual state of dependence and social inferiority."* This supports my own experiences that persons with disabilities are seen to have not only physical or mental impairments but also learning disabilities which are definitely not true in all cases.

2.3 SOUTH AFRICAN LEGISLATIVE FRAMEWORK ON DISABILITY

According to the World Report on Disability disability is clearly a human rights issue as can be seen due to the facts that:

- *"People with disabilities experience inequalities – for example, when they are denied equal access to health care, employment, education, or political participation because of their disability."*

- *People with disabilities are subject to violations of dignity – for example, when they are subjected to violence, abuse, prejudice, or disrespect because of their disability.*
- *Some people with disability are denied autonomy – for example, when they are subjected to involuntary sterilization, or when they are confined in institutions against their will, or when they are regarded as legally incompetent because of their disability.” (WHO, 2011:6),*

In South Africa disability is one of the categories mentioned in the Bill of Rights included in the South African Constitution (SA, 1996:9) on which grounds discrimination is prohibited. Disability is also mentioned as part of various legislative changes that have been implemented in South Africa since the introduction of democracy in 1994. The Assessment on disability equity in the Public Service report published by the Public Service Commission (SA, 2008e) provides the following comprehensive summary of all the relative legislative changes.

LEGISLATION / POLICIES	PROVISIONS
THE CONSTITUTION OF THE REPUBLIC OF SOUTH AFRICA (1996)	<p>The Constitution being the supreme law of the country guarantees the rights of persons with disabilities to be treated equally and enjoy the same rights as all citizens of the country. According to section 9(3) of the Constitution, 1996, the state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, disability, religion, conscience, belief, culture, language and birth.</p> <p>The Constitution therefore enshrines the principle of equality in society as a whole. In addition it specifically refers to the Public Service and through section 195 provides public administrative principles that must be adhered to in the Public Service. One of these principles is that Public administration must be broadly representative of the South African people, with employment and personnel management practices based on ability, objectivity, fairness, and the need to redress the imbalances of the past to achieve broad representation.</p> <p>As such the Constitution provided the framework which informed the development of enabling legislation and policies designed to</p>

	ensure equity in the Public Service.
THE WHITE PAPER ON THE TRANSFORMATION OF THE PUBLIC SERVICE (1995)	<p>The White Paper on the Transformation of the Public Service, 1995, published prior to the enactment of the Constitution 1996, was the first policy document that required the Public Service to act on achieving equity. Each department at the national and provincial level were required to draw up detailed affirmative action plans, designed to meet the specific needs of black people, women, and persons with disabilities. These plans had to include, amongst others, an audit of the composition of departmental personnel according to race, gender and disability, at different levels and across occupational classes, as well as goals, objectives, measurable targets, strategies and time-frames for their achievement.</p> <p>Government therefore placed an emphasis on the need to attain equity in the Public Service even prior to the enactment of the new Constitution. Through this White Paper, Government identified persons with disabilities as one of the target groups in terms of which representivity had to be achieved. This was a significant step given that such persons were previously severely marginalised during the Apartheid regime. In terms of the White Paper on an Integrated National Disability Strategy published during 1997 the exclusion experienced by people with disabilities and their families is the result of a range of factors, for example:</p> <ul style="list-style-type: none"> • the political and economic inequalities of the apartheid system; • social attitudes which have perpetuated stereotypes of disabled people as dependent and in need of care; and • a discriminatory and weak legislative framework which has sanctioned and reinforced exclusionary barriers.
THE WHITE PAPER ON AN INTEGRATED NATIONAL DISABILITY STRATEGY (1997)	<p>The White Paper on an Integrated National Disability Strategy published during 1997 facilitated the integration of disability issues in all Government development strategies, planning and programmes. In the foreword to the White Paper, former President T Mbeki states that “the concept of a caring society is strengthened and deepened when we recognise that disabled people enjoy the same rights as we do and that we have a responsibility towards the promotion of their quality of life. We must stop seeing, disabled people as objects of pity but as capable individuals who are</p>

	<p>contributing immensely to the development of society”.</p> <p>The White Paper envisions the realisation of the rights of persons with disabilities to equality and dignity through full participation in a barrier-free society. The White Paper also promotes that there must be an integrated and coordinated management system for planning, implementation and monitoring at all spheres of Government. To coordinate this activity, the Office on the Status of Disabled Persons has been established in the Office of the Deputy President. The Office on the Status of Disabled Persons will work together with, and parallel to, the various state bodies and departments in order to further the development of a disability friendly environment. It will maintain close working links with the NGO sector.</p> <p>In terms of the White Paper Government departments and state bodies have a responsibility to ensure that, in each line function, concrete steps are taken to ensure that people with disabilities are able to access the same fundamental rights and responsibilities as any other South African.</p> <p>The White Paper further indicated that the legislative framework is crucial and that there is a need to examine the need for new legislation. Existing legislation had to be scrutinised and amended where necessary. Ultimately, legislation should comply with and give substance to Constitutional requirements.</p>
<p>THE WHITE PAPER ON AFFIRMATIVE ACTION (1998)</p>	<p>The White Paper on Affirmative Action of 1998 sets out the mandatory requirements and guidance on the steps that Government departments in the entire Public Service should take to develop and implement affirmative action programmes and to sketch out the accountability, monitoring, coordinating and reporting responsibilities of various players within affirmative action programmes. These affirmative action programmes had to be shaped and managed to reflect departments’ own particular circumstances.</p> <p>Importantly from a disability perspective the White Paper states that affirmative action must strive to eradicate barriers to employment and advancement in the organisational and physical environment and provide support to the target group. Affirmative action must also take into consideration the relevant needs of the target group and their relative disadvantaged status and as such reasonable accommodation must be provided. A target of 2% representivity of</p>

	<p>persons with disabilities was set by the White Paper.</p> <p>The responsibility for developing and implementing affirmative action programmes in terms of the White Paper is vested in Heads of Department. Given this responsibility, the importance of the involvement of Heads of Department in the disability inquiries conducted by the PSC is self evident.</p>
<p>THE EMPLOYMENT EQUITY ACT (1998)</p>	<p>The Employment Equity Act of 1998 was enacted to give effect to the Constitutional imperative of equity. The Act applies to all employers in South Africa and as such the Public Service must abide by its provisions.</p> <p>The Act outlaws discrimination and promotes affirmative action in the workplace. Disability is mentioned as a ground on which people may not be discriminated against in employment practices. It further requires all employers to develop Employment Equity Plans and to put in place affirmative action measures that will ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer. Section 1 of the Act defines designated groups as black people, women and persons with disabilities.</p> <p>The Act through its requirement that employers must develop Employment Equity Plans places a further requirement on Heads of Department. In assessing the reasons for the inability of departments to achieve disability equity during the PSC's disability inquiries, the development of employment equity plans were specifically probed with Heads of Department.</p>
<p>CODE OF GOOD PRACTICE ON THE EMPLOYMENT OF PEOPLE WITH DISABILITIES</p>	<p>The Code on Good Practice on the Employment of persons with disabilities is a guide for employers and employees on promoting equal opportunities and fair treatment for persons with disabilities as required by the Employment Equity Act, 1998. According to the Code, people are considered as having a disability if they are having a physical or mental impairment, which is long term, or recurring and which substantially limits their prospects of entry into, or advancement in employment. The Code further urges employers to reasonably accommodate the needs of persons with disabilities. The aim of the accommodation is to reduce the impact of the impairment of the person's capacity to fulfil the essential functions</p>

	<p>of the job.</p> <p>One of the instruments provided by the Code to assist employers in identifying persons with disabilities is the EEA1 disability declaration form. This form provides employees with an opportunity to identify whether they have a disability and what the nature of the disability entails.</p>
<p>THE PUBLIC SERVICE REGULATIONS (2001)</p>	<p>The Public Service Regulations require executing authorities to develop affirmative action plans for their departments. In terms of the Regulations, these affirmative action plans shall contain, as a minimum, the following:</p> <ul style="list-style-type: none"> • A policy statement that sets out the department’s commitment to affirmative action, and how that policy will be implemented. • Numeric and time-bound targets for achieving representativeness. • Annual statistics on the appointment, training and promotion within each grade of each occupational category, of persons historically disadvantaged. • A plan for redressing numeric under-representativeness and supporting the advancement of persons historically disadvantaged. <p>Whilst this authority is vested in executing authorities, the practice in most departments is that heads of department develop these plans under delegated authority. The development of these plans by heads of department serves as a road map to achieving, amongst others, disability targets.</p>
<p>THE JOB ACCESS STRATEGIC FRAMEWORK 2006-2010</p>	<p>The Department of Public Service and Administration developed a JobAccess Strategic Framework 2006-2010 with the main objective of transforming the Public Sector to be inclusive of persons with disabilities. The long-term aim of the strategy is that persons with disabilities should participate in all activities in society on the same terms as people who do not have disabilities. The guiding principles of this strategy are founded on the general principles of the UN Convention on the Rights of persons with disabilities.</p> <p>The key priorities of the strategy can be summarised as:</p> <ul style="list-style-type: none"> • Ensuring the employability of persons with disabilities • Equality of opportunity in the workplace • Improving the health and well-being of persons with disabilities • Retention by creating better opportunities, accessibility and promoting skills development.

	<ul style="list-style-type: none"> • Partnerships and capacity building of disabled people's organisations. <p>In terms of the Strategy, activities of departments, in this critical area will focus on:</p> <ul style="list-style-type: none"> • Providing effective early support and guidance to those who need it to overcome barriers to work; • Improving the skills and access to in-work support needed to enhance employability of people with disabilities; • Connecting people with disabilities with work by making transition to employment less risky and complicated; • Engaging departments to improve their attitudes towards people with disabilities and their understanding of what it means to employ a disabled person; and • Building information networks to bring together and disseminate important information to people with disabilities, departments, partners, and communities.
<p>HANDBOOK ON REASONABLE ACCOMMODATION FOR PERSONS WITH DISABILITIES IN THE PUBLIC SERVICE</p>	<p>In an effort to fast track the realisation of the priorities of the JobAccess Strategy, the Department of Public Service and Administration went further and developed a Handbook on reasonable accommodation for persons with disabilities in the Public Service. The handbook is an integral part of the JobAccess Resource Kit for the recruitment, employment and retention of persons with disabilities in the Public Service and serves as a tool that would enable Government departments to create conducive environments for persons with disabilities both as employees of the State and as clients of Government's services.</p> <p>The key aspects that are addressed in the handbook are the concepts of reasonable accommodation, accessibility in terms of the physical environment and communication. This handbook is a valuable resource for departments as it guides them in creating the work environment that will ensure that employees with disabilities are just as productive and motivated as their counterparts without disabilities.</p>

Table 2.1: Legislative framework on disability equity (SA, 2008e: 8-22)

From the above quoted table it is clear that various efforts have been made by the South African Government to legislate and manage disability issues in South Africa. Further

reference will be made by the researcher of this study to these documents as per the relevant discussions.

2.4 DISABILITY IN THE WORKPLACE IN SOUTH AFRICA AND INTERNATIONALLY

As early as 1979, Senator Birch Bayh, a United States senator, (Democrat, Indiana) remarked that: *“The right to work is one of the most basic of all our cherished rights. Work gives an individual not only economic self-sufficiency, but also a sense of dignity, self worth, and the satisfaction of making a contribution to society”* (Smits, 2004:650). Harris (In: Smits, 2004:647) states that *“The decisive decision between hope and no hope among the disabled is between working and not working. Those who work by and large feel they are part of the human race. Those who do not work feel left out, alone, and largely useless”*. The researcher of this study is of the opinion that this still remains the same for persons living with disabilities today. Not only does it contribute to a better self-esteem but it also provides an opportunity for independence and self- efficacy.

According to research done by Kleynhans and Kotzé (2010:405), managers and other potential employers without disabilities do not purposefully make efforts to employ persons with disabilities or, if employed, they are not used to their full potential. Kleynhans and Kotzé (2010:405) argue that the reason for this can be found in the fact that managers or employers do not know how to interact with or how to accommodate persons with disabilities. They also indicate that managers and employers feel more comfortable to interact with people *“like them”*, therefore persons without disabilities.

Hergenrather, Rhodes, Turner and Barlow (2008:34) indicate that self-efficacy can be seen as your personal perception of what you believe you can do, and it was found that the levels of self-efficacy relate to the levels of performance, in other words, higher levels of self-efficacy are associated with higher performance levels, higher achievement levels as well as better social integration and health. On the other hand, lower self-efficacy levels are associated with depression, anxiety, helplessness as well as low motivation levels and a lack of the ability to identify those things that keep you from reaching the desired behaviour. Therefore, it is accepted that people with higher levels of self-efficacy are more successful in handling challenges than those with lower levels, and self-efficacy can also be associated with job-seeking and job satisfaction. Clearly, persons living with disabilities can benefit from higher levels of self-efficacy which will encourage them to go out and seek suitable employment.

Regardless of this, there is still a low employment rate of persons with disabilities in South Africa. Even in countries such as America where disability issues are highly regulated through legislation (for example the Americans with Disabilities Act of 1990) employment of persons with disabilities is low. According to Metzger and Giordano (2007:88), it was found in the 2000 US census that 56.6% of persons with disabilities were employed compared to 77.2% (Metzger & Giordano, 2007:88) for people without disabilities. Hergenrather *et al* (2008:38) put this statistics in a better perspective by explaining that “...35% are reported as being employed fulltime or part-time compared to 78% of persons without disabilities. Of persons aged 21 to 64 years with a disability, 56% of those who had some type of disability were employed and only 13% of persons with a severe disability were employed full time.” This shows that in the USA there is still a 20 % (Hergenrather *et al*, 2008) gap between employed persons with disabilities and those without.

Table 2.2 below indicates that in 2000 the United Kingdom only 11.7 % of persons with long-term disabilities were employed in the public sector compared to the 88.3 % (UK, 2009:8) of persons with no long term-disabilities. Compared with the same period (2000) in the USA 35% of the persons with disabilities were employed as mentioned above (Hergenrather *et al*, 2008:38), indicating that the USA employ 23.3% more persons with disabilities compared to another developed country, the United Kingdom.

	Long-term disabled		Not long-term disabled	
	Public	Private	Public	Private
1999	11.9	11.6	88.1	88.4
2000	11.7	11.8	88.3	88.2
2001	12.7	12.1	87.3	87.9
2002	13.9	12.9	87.1	86.1
2003	12.9	12.8	87.1	87.2
2004	13.8	13.1	86.2	86.9
2005	13.8	13.0	86.2	87.0
2006	14.1	12.7	85.9	87.3
2007	14.1	12.7	85.9	87.3
2008	14.6	12.8	85.4	87.2
2009	14.6	12.8	85.4	87.2

Table 2.2 Proportions of persons employed within the public and private sectors in the United Kingdom (UK, 2009:8)

The South African situation is, however, much less positive and one finds that the gap is much bigger. Cassim (2005:3) stresses the point that, although South Africa has extensive labour legislation including the Employment Equity Act and the Skills Development Act in place in order “... to promote the employment, training and career development of people with disabilities”, progress in both the public and private sector in South Africa remains unsatisfactory. Even in the higher education sector progress has been slow. According to Crous (2004:200), who conducted a survey among 751 students at three of South Africa’s universities, only 0.5% of the students have impairments. In the workplace the current target for representation of persons with disabilities in the Public Service is 2% (SA, 2008a:1) which should have been reached by 31 March 2010. However, according to research conducted by the Department of Public Service and Administration (DPSA), persons with disabilities constituted only 0.16% (SA, 2008a:2) of the total number of employees employed in the Public Service by December 2005 — JobAccess Strategic framework (SA, 2008a:2). According to the annual report of the Commission for Employment Equity released at the beginning of September 2009, the representation of disabled employees in the Public Service was 0.6% and for the Private Sector it was only 0.7 % (SA, 2009c:15).

The *World Report on Disability* released in 2011 confirms this by indicating that persons with disability still suffer from social and economic injustice and poverty, which again negatively affect their participation in education and employment, leading to low earnings while they have increased expenditures due to their disability. The report indicates that:

- *“Children with disabilities are less likely to attend school, thus experiencing limited opportunities for human capital formation and facing reduced employment opportunities and decreased productivity in adulthood.*
- *People with disabilities are more likely to be unemployed and generally earn less even when employed. Both employment and income outcomes appear to worsen with the severity of the disability. It is harder for people with disabilities to benefit from development and escape from poverty due to discrimination in employment, limited access to transport, and lack of access to resources to promote self-employment and livelihood activities.*
- *People with disabilities may have extra costs resulting from disability – such as costs associated with medical care or assistive devices, or the need for personal support and assistance – and thus often require more resources to achieve the same outcomes as non-disabled people. This is what Amartya Sen has called “conversion handicap”. Because of higher costs, people with disabilities and their households are likely to be poorer than non-disabled people with similar incomes.*

- *Households with a disabled member are more likely to experience material hardship – including food insecurity, poor housing, lack of access to safe water and sanitation, and inadequate access to health care.” (WHO, 2011:10).*

2.5 THE NATURE OF EDUCATION, TRAINING AND DEVELOPMENT

2.5.1 Defining education, training and development

Meyer and Orpen (2007:4) postulate that **education** can be seen as those general activities directed at providing knowledge, skills, moral values and understanding required in day-to-day life, while training entails the transfer of job-specific skills to employees enabling them to perform a specific job or task in the workplace.

Meyer and Orpen (2007:4) further allude to the fact that **development** occurs through ongoing learning opportunities in an effort to improve and maintain high performance levels in the workplace. According to Onsumo, Ngware and Manda (2010:3) developing employees and providing them with the relevant skills is of the utmost importance for countries to remain competitive. Human capital development will therefore improve South Africa’s competitiveness in the global markets.

Mesh (2010:161) indicates that in order for organisations to “*learn how to learn*” learning should not only be seen as offering to bridge current skills gaps (**training**), but should involve a continuous development approach providing opportunities to staff to be more innovative and empowering organisations to be more proactive in their approach. This will help meet the long-term needs of both the employees and the organisation.

From the above it is therefore clear that education, training and development are not mutually exclusive concepts but do influence one another. In the workplace employees and employers need day-to-day living skills and knowledge (education), work-related skills and knowledge (training), while continuously developing people as citizens and employees. According to Mitchell and Honore (2007:143) blended learning, where different learning approaches are combined, offers benefits of for instance face-to-face lecturing as well as e-learning. This creates the opportunity to “*teach*” people in a classroom but also away from it, at their work, desk or at home. Therefore it also creates an opportunity to integrate education, training and development and creates a learning environment that can limit the accessibility barriers experienced by persons with disabilities, as referred to by Ngwena (2004: 169).

As early as 1995 Tracey (1995:100) acknowledged that one of the major barriers that keep employees with disabilities from being trained is the inaccessibility of training facilities and laboratories and Tracey (1995:101) stresses the fact that persons with disabilities were not offered the same opportunities to training and development as their colleagues without disabilities. Sadly, this is still the case more than 15 years later. This is not only based on the personal experience of the researcher of this project that has had more than 20 years of working experience as a person living with disability, but is also supported by Engelbrecht (2010:25) who indicates that workplaces are often still inaccessible and the training offered to persons with disabilities inappropriate. This can to an extent be overcome by e-learning while these accessibility problems are being addressed.

In this research study the researcher aimed not to only focus on traditional education levels (secondary school and tertiary education) and formal workplace training, but intended to identify any developmental opportunities offered to persons with disabilities in **the dti** and **CIPRO**. Any developmental opportunities that could lead to career advancement were considered.

2.5.2 The Status and availability of education, training and development for persons with disability

This study will attempt to determine to what extent **CIPRO** employees with disabilities benefit from education, training and development opportunities. Therefore a review on literature concerned with the development of persons living with disability will also be considered. Statistics SA found in the 2001 census that about 30% (SA, 2001b:1) of South Africans living with disability have no education and this report also indicated that they found that persons living with disability are disadvantaged with regards to access to education and employment opportunities.

In the United States of America (USA) one finds that the rights of persons living with disabilities are protected, not only by the Americans with Disability Act of 1990, but also by the mainstreaming of the education of children with disabilities by legislation (the Individuals with Disabilities Education Act of 1990) in order to prepare them for post-secondary education. According to Smits (2004:652) post-secondary education can be seen as an important way for persons with disabilities to gain access to the volatile labour markets. He also stresses the fact that a clear link has been established between the educational level and employment of adults with disability. It was even found that the correlation rate between these two variables is higher for persons living with disability than those not living with disability.

As already mentioned in section 1.7.3.2, Freeman (2005:1) refers to the Amasondo Eisibindi (Wheels of Courage) Learnership developed in an effort to develop and train persons with disabilities, especially in terms of entrepreneurship. However, due to the cost implication of accommodating learners with different needs, it was in the end limited to persons with mobility impairments. The intention of this project that formed part of the National Skills Development Strategy was to make persons with disabilities more employable, but the exercise will again be fruitless if more employment and development opportunities are not offered to persons with disabilities.

Greeff and Nel (2003:30) offered alternatives for permanent employment to employers for all people from previously disadvantaged groups. They suggest the idea of job-sharing in the workplace and explain how this can help create more employment opportunities in the South African job market. They mention that (2003:35) “*...job-sharing can also be a creative and positive way in which people with disabilities can work to their full potential. Full-time jobs can sometimes be too strenuous for people with disabilities and job-sharing can be seen as an important equal-opportunities measure.*”

Crous (2004:201) mentions that disability is evaluated in accordance with the following four approaches — the lay, charity, medical and rights discourses. In the lay perspective prejudice, pity, ignorance, misplaced patronage and resentment are prominent. Typically the charity approach sees persons living with disabilities as needing help and being dependant, while the medical approach sees persons living with disabilities as a case of abnormality that needs to be studied. As already mentioned, the rights of persons living with disabilities have become more evident as a human right over the past few years and this is also the basis for the rights discourse.

Notwithstanding human rights, it is however still important to ensure the right person is placed in the right position and that they have the right skills to do the best they can in a specific position. Robbins (2008:51) indicates that “*...employee performance is enhanced when there is a high ability-job fit.*” To ensure efficiency the employee must be best suited for the specific job and Robbins (2008:52) is further of the opinion that physical attributes like strength factors, including trunk strength, static strength (exerting force on external objects) and dynamic strength (exerting repeated or continuous muscular force) as well as body coordination, balance and stamina, should also be considered. If an employee’s physical, mental and personality attributes do not suit the job well, it will lead to a poor “job-fit” and more work-related stress.

2.5.2.1 Persons with disability per educational level in South Africa and Internationally

According to the United Nations Convention on the Rights of Persons with Disabilities (CRPD) (UN, 2006a:89) all children living with a disability have the right to be included in mainstream education systems, and to receive the individual support they might require in order to cope in these circumstances.

The following table from the 2001 census report shows persons with disability per educational level:

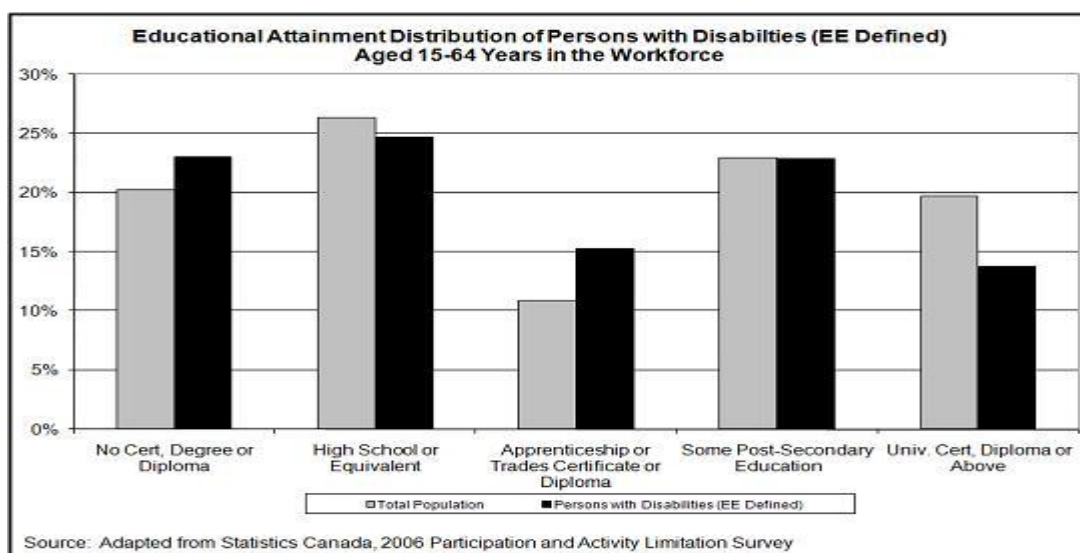
Level of Education	Male	Female	Total
None	10.7	10.4	10.5
Primary	5.3	5.2	5.2
Secondary	4.1	3.8	3.9
Higher	3.1	2.9	3.0
Other	1.7	1.5	1.6

Table 2.3 Persons with disability per educational level (SA, 2001b:13)

According to an American study conducted by Hergenrather *et al* (2008:37) that used 577 persons with disability as respondents, 32.9% of the respondents had a high school diploma or GEDs (General Education and Development tests certifying high school level academic skills in America and Canada), this in comparison with only 3.0% of South Africans (SA, 2001b:13), and 24.5% of persons with disabilities that had high school education in Canada (Statistics Canada, 2006). Furthermore, in table 2.4, which reflects the results of Hergenrather's study, we find that 24.4% attended college and 8.2% respondents had degrees (Hergenrather *et al*, 2008:37).

Educational level	Number of participants (Percentage)
Some grade school	8 (1.4)
Grade school	24 (4.2)
Some high school	98 (17.0)
High school diploma/GED	190 (32.9)
Some college	141 (24.4)
Associate degree	17 (2.9)
Bachelor's degree	21 (3.6)
Master's degree	10 (1.7)
Other (e.g., certificate programs)	60 (10.4)

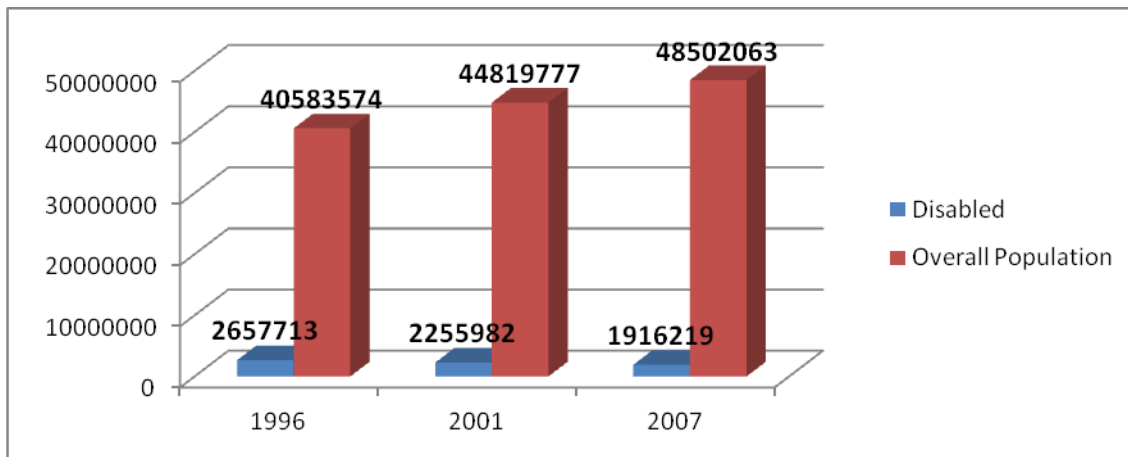
Table 2.4 Educational levels of persons with disabilities (Hergenrather *et al*, 2008:37).



Graph 2.2 Educational attainment distributions of persons with disabilities in Canada in 2006 (Statistics Canada, 2006:10)

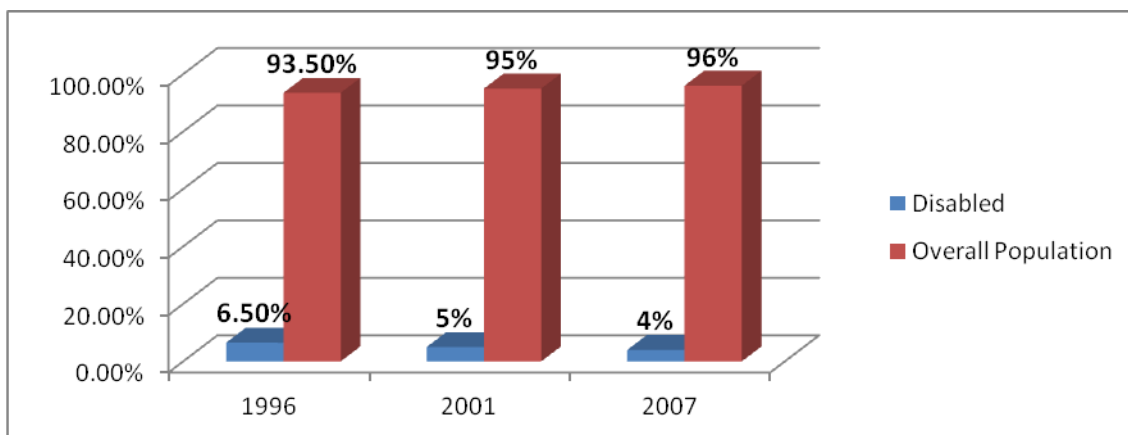
Therefore, when comparing the South African data (Graph 2.3) with the American and Canadian data (Table 2.4 and Graph 2.2) it is clear that South Africa still has a long way to go especially to ensure at least high school education for all people with disabilities. This will then open opportunities for persons with disabilities to obtain even higher qualifications which can make them more employable.

However, when looking at the 2007 Community survey report (SA, 2007b:12) conducted by Stats SA we actually find a reduction in the number of persons with disabilities in South Africa and only a very slight increase in the number of the population of persons over the age of 20 acquiring a qualification higher than grade 12, previously called standard 10.



Graph 2.3 Comparison of persons with disability versus the overall population. (SA, 2007b:32)

We therefore see that since 1996 the number of persons with disability decreased while the population increased during the same period. Looking at graph 2.4 we see that the number of persons with disabilities decreased from 6.5 % of the population in 1996 to 5% in 2001 and then to 4% in 2007 (SA, 2007b:15).



Graph 2.4 Comparison of persons with disability versus the overall population in percentage (SA, 2007b:32).

Considering the abovementioned statistics, the assumption can be made that although statistics on the educational levels of persons with disabilities will only be available after the 2011 census, the proportion of persons with disabilities obtaining qualifications above grade 12 (standard 10) will be even lower. This assumption can further be supported by the study conducted by Crous (2004:200) at three of South Africa's universities, which found that only 0.5% of the students at these institutions have impairments.

The *World Report on Disability* (WHO, 2011:205) reports the following statistics collected during the World Health Survey conducted in 51 countries during 2002-2004. These statistics show that all categories in both low-income and high-income countries for males

and females with disabilities are around 10% (as shown in Table 2.5, below) less educated than their non-disabled counterparts. This shows that much still needs to be done to educate persons with disabilities, not only in South Africa but worldwide.

Individuals	Low-income countries		High-income countries		All countries	
	No disabled	Disabled	No disabled	Disabled	No disabled	Disabled
Male						
Primary school completion	55.6%	45.6%	72.3%	61.7%	61.3%	50.6%
Mean years of education	6.43	5.63	8.04	6.60	7.03	5.96
Female						
Primary school completion	42.0%	32.9%	72.0%	59.3%	52.9%	41.7%
Mean years of education	5.14	4.17	7.82	6.39	6.26	4.98

Table 2.5 Education outcomes for disabled and not disabled respondents in 2002-2004 (adapted from *World Report on Disability*, WHO, 2011:205).

2.5.2.2 Education training and development (ETD) and disability in the workplace

The Code of Good Practise on the Employment of People with Disability (SA, 2002:9) states clearly that employers need to reasonably accommodate persons with disabilities by adopting the most cost effective way to provide them with equal opportunities to the benefits and opportunities of employment. Therefore, persons with disabilities are also entitled to the same training opportunities as their non-disabled colleagues in the workplace. The only acceptable reason not to provide reasonable accommodation, according to the aforementioned Code (SA, 2002:9), is in the case of unjustifiable hardship on the business of the employer, therefore when it will lead to “...significant or considerable difficulty or expense”.

One of the first training interventions an employee is entitled to is the orientation or induction that all new employees are entitled to. The Code (SA, 2002:16) also suggests that employers include disability sensitisation activities or interventions in the induction programme. This will help to sensitise all staff to interact confidently with staff and customers with disabilities. The Code (SA, 2002:17) also stresses that training interventions and material should be accessible to employees with disabilities. Furthermore, the Public Service Commission (PSC) (SA, 2008d:52) found in their 2008 report that quite a few government departments decided to award bursaries to their employees living with disability in an effort to promote capacity building.

The Provincial Treasury in the Eastern Cape focused on the appointment and development of employees with disabilities on middle management level and this, as well as mentoring and coaching programmes, enabled these employees to progress to the SMS (Senior Management Services) level ensuring that disability equity gets driven from the top, SMS level. The Public Service Commission (SA, 2008e:53) also found that disability equity requires a multi-dimensional approach and can not only be limited to recruitment but should also include capacity building and disability awareness.

According to a study conducted by Services SETA (2006:18) on the employment of persons with disability, the development of persons with disabilities through learnerships or workplace mentoring and coaching, as well as accelerated training programmes which can make them eligible for promotion, must be seen as part of any organisation's affirmative action interventions. Hergenrather *et al* (2008:34) state that, if people have a positive self-efficacy (the belief that you can succeed in reaching certain goals) they would be more likely to get involved in activities that will develop new competencies, while those with lower levels would rather avoid such behaviour. It is therefore very important to instil a good self-belief in persons with disability because this will not only develop their ability to master new competencies and learn new behaviours, but also improve their self-image. Luthans (2008:311) stresses that role ambiguity can exist in organisations when employees do not know what is expected of them in a certain position due to a lack of communication or because they are not adequately trained in the job. This ambiguity and uncertainty will result in higher stress levels for employees including those living with disabilities. He reiterates that these higher stress levels can lead to anger, anxiety, depression and even boredom. These negative aspects impact negatively on persons with disabilities who already need to face more than their fair share of challenges, and need to be limited in order to help them to be effective and productive in the workplace and, in the process, create a feeling of self-worth.

Luthans (2008:316) further suggests that to limit the effects of the ambiguities and higher stress levels in the workplace, the organisation must ensure that the organisational climate is conducive and supportive, tasks are well designed and enriched, roles clarified and career paths planned. This shows again, that to assist employees with disabilities to reach their full potential, organisations must ensure that the tasks do not only suit their capabilities and personalities but also that they receive all the training and development interventions to ensure that they are empowered accordingly. Obviously a proper training needs analysis should have been done beforehand for the WSP.

Ngwena (2004:169) also mentions that, although the workplace should address the historical inequalities suffered by persons with disabilities helping them to become socially and economically independent as well as reaching self-actualisation, they are still faced with barriers when they want to enjoy their civil, political, economic, social, cultural and developmental rights. This is also reiterated in the *JobAccess Strategic framework* (SA, 2008:8a) which specifies the following barriers faced by persons with disabilities; *“People with disabilities face several barriers in their everyday life and are thereby rendered unable to participate fully in society and reach their full potential. They are one of the most disadvantaged groups in society, with less likelihood to obtain educational qualifications or to be employed. They face communication and transport barriers, and are likely to have lower or no incomes and fewer financial resources. All too often, persons with disabilities find themselves the poorest of the poor, living in abject poverty and in unfriendly, unsafe and unhealthy environments. In addition to these challenges faced on a daily basis, public attitudes to disability often take the form of ignorance, stereotyping and prejudice, which have a negative impact on the lives of persons with disabilities.”*

According to the recommendations by the PSC in their 2008 report on Disability Equity in the Public Service, the skills development of persons with disabilities should be accelerated. They suggest that Public Service departments put in place more internships and learnership programmes which will then provide the persons with disability with the skills they need to secure employment. They also encourage departments to award bursaries to employees with disabilities because this can help them advance in their careers in the Public Service (SA, 2008d:56).

According to Internships.com (2011) internships are about gaining on-the-job training and experience in especially white collar positions. Internships can be paid, unpaid or the intern can receive a stipend which is a partial payment. Due to the fact that internships are more focused on white collar positions, interns are usually college or university students

and they have an opportunity to gain workplace experience and internships may lead to permanent employment, but this is not automatically guaranteed.

The Western Cape Government (2011) explains learnerships as a “...*training programme that combines theory at a college or training centre with relevant practice on-the-job. There is no learnership if there is no on-the-job practice. The idea is that people really learn the “ins and outs” of an occupation by practising all its aspects under the guidance of an experienced and qualified person. In order to become qualified themselves, learners will have to be assessed against occupational standards that have been agreed in advance by industry stakeholders.*” The success of these programmes for persons with disabilities is also already becoming apparent. According to Chitondo (2011:1) Adcock Ingram employed nine persons with disabilities as part of their learnership programme, and these learners were matched up with coaches for a year. At their graduation ceremony after completing the learnership, the learners were able to stand up and make presentations that were described as being “...*powerful, professional and inspiring*” (Chitondo, 2011:2).

These recommendations are impressive, but this should not mean that persons with disabilities should be excluded from other ETD interventions. According to the Employment Equity Act, Act 55 of 1998, (1998a:5) all people have the right to equal opportunities in the workplace and equal training and development in the workplace. Therefore the report also stresses that departments need to ensure that persons with disabilities receive equal treatment in terms of allocation of work assignments and training opportunities. Another recommendation is that higher learning Institutions should be encouraged to award preferential bursaries to persons with disabilities for highly technical and professional fields, taking into consideration their the nature of the disability.

2.5.2.3 Disability models

In an effort to assist persons with disabilities, different “**models**” have been adopted over the years. Robbins (2008:22) defines a model as an “...*abstraction of reality, simplified representation of some real world phenomenon.*”

According to the White Paper (SA, 1997:14), the initial approach was, the “... *transition from an individual, medical perspective to a structural, social perspective ...*” This has been described as a “*shift from a ‘medical model’ to a ‘social model’ in which people are viewed as being disabled by society rather than by their bodies.*”

These models will now be discussed in more detail.

- **The Medical model**

Here disability was seen as a health and welfare issue and Government was seen to be responsible “*to take care*” of persons with disability through health and welfare institutions managed and run by non-disabled people. According to the White Paper (1997:15) the “*...philosophy was that disabled people were not to be hated or feared, but rather to be pitied or helped as part of the 'deserving poor'*”. Under this model the intention was not to assist persons with disabilities as a whole and to address all their needs including for the need for self-reliance or development, but rather diagnosis, assessment and labelling. This model disempowered persons with disabilities and, to a great extent, marginalised them. Not only were children with disabilities placed in special boarding schools, but mainstream services were developed from the point of departure that they would not be used by persons with disability.

- **The Social model**

This model came into existence after persons with disabilities mobilised in an effort to create a strong civil movement of disabled controlled organisations. This model acknowledges disability as a human rights issue as well as a development issue. Persons with disabilities have the same rights as all others and should enjoy equal treatment and opportunities. At the same time, persons with disabilities also take on equal obligations within society, and receive the needed support in order to exercise their responsibilities, all in an effort to eliminate discrimination on grounds of disability. Therefore the White Paper indicates that (SA, 1997:17) the social model “*...is based on the belief that the circumstances of people with disabilities and the discrimination they face are socially created phenomena and have little to do with the impairments of disabled people. It is therefore believed by the disability rights movement that the 'cure' to the 'problem' of disability has to do with changing or 'restructuring' society*”.

The following table provides a comparison of these two most common models on disability as reflected in the Understanding Disability - a Good Practice Guide (2010:6).

Medical Model	Social Model
Disability is a 'personal tragedy'	Disability is the experience of social oppression
Disability is a personal problem	Disability is a social problem
Medicalisation is the 'cure'	Self-help groups and systems benefit disabled people enormously
Professional dominance	Individual and collective responsibility
Expertise is held by the (qualified) professionals	Expertise is the experience of disabled people
The disabled person must adjust	The disabled person should receive affirmation
'The disabled' have individual identities	Disabled people have a collective identity
Disabled people need care	Disabled people need rights
Professionals are in control	Disabled people should make their own choices
Disability is a policy issue	Disability is a political issue
Individual adaptations	Social change

Table 2.6 Medical model vs Social model. (Enabling Teachers And Trainers To Improve Accessibility Of Adult Education (ETTAD, 2010:6))

Both these models still offer challenges and, according to the Open University (2011), the medical model is being rejected by organisations of persons with disabilities, although it still reflects how people treat those with disabilities, while the social model basically aims at removing the barriers in society and encouraging accommodation of persons with disability who can be seen as a burden by society. Furthermore, the social model influenced equality legislation but even persons with disabilities feel that we now need to move on to bigger advancement than just overcoming basic physical barriers (Open University, 2006).

2.5.2.4 Capacity building for persons with disability

Ncube (2005:11) conducted a study in 2005 on capacity building of persons with disabilities in Mozambique. He evaluated the capacity building initiatives of various disabled people's organisations (DPOs) and non-governmental organisations (NGOs). The DPOs evaluated made it clear that, according to them, capacity building is those interventions and activities that will strengthen their organisations and make them more

effective in their work. For them capacity building gives them “*legs with which to walk, or on which to stand*” leading to higher skills levels for their employees. However, capacity building should not just be limited to training but should also provide support and financial resource to enable the people to implement their new skills.

2.6 CONCLUSION

In this chapter the researcher of this project conducted an extensive study of literature available on the topic of disability, education, training and development, as well as on disability in the training and development field. The researcher discussed topics associated with disability in general and in the workplace, education, training and development, and the status of disability was also discussed briefly. During the search for applicable resources in the literature, it became apparent to the researcher of this study, that there is still a lack of research on disability and related issues in South Africa.

Chapter 3 addresses the research design and methodology employed to answer the research questions and to achieve the aims of the research.

CHAPTER 3

RESEARCH METHODOLOGY AND RESEARCH DESIGN

3.1 INTRODUCTION

In the previous chapter, chapter 2, aspects of the prevalence of disability and training opportunities for persons living with disability in **the dti** and **CIPRO** were discussed.

In this chapter the research process will be discussed as well as the specific research method that was adopted. It was decided to apply qualitative research in the research project in order to determine the extent to which **the dti** and **CIPRO** employees living with disabilities are exposed to and experience training interventions. The purpose of this chapter is to justify the use of this specific research design, as well as to discuss the methodology used when applying the design. The chapter will also provide insight into how the participants for the study were selected, how data were collected and what data collection instruments were used.

Furthermore, reference will be made to the steps taken by the researcher of this research project, to increase the validity and reliability of the data collected. Although this research study specifically focused on the personal experiences of the participants in terms of their exposure to training and development opportunities, the researcher aimed to gather other relevant information that could create a greater understanding of and sensitivity to the issue of disability in the workplace, specifically in terms of training and development of employees with disability.

3.2 RESEARCH DESIGNS

Research is conducted for various different reasons, but the three main purposes according to Neuman (2011:38) are too “...*explore a new topic, describe a social phenomenon, and to explain why something occurs.*” Although one might know the purpose of one’s research, it is also important to recognise the difference between research design, research methodology, research methods, and research techniques, to name but a few. As this chapter develops these issues on research, and the bigger picture of this research project specifically, will be discussed.

For Leedy and Ormrod (2001:2), Henning, Van Rensburg and Smit, (2005:14) and Ratcliff, (2009:333) research is “ ... *a systematic process of collecting, analysing and*

interpreting information (data) in order to increase our understanding of the phenomenon about which we are interested or concerned". Therefore, research is not just looking at information and then repeating it. The researcher of this project is of the opinion that collected data needs to be interpreted in a way that will lead to new or better understanding. Symonds and Gorard (2010:122) are of the opinion that there is a tendency in research conducted in the education field to consider only three valid fields of research (namely quantitative, qualitative and mixed methods), ignoring the possibility that new or alternative approaches can be useful.

Consequently, Ratcliff (2009:333) also indicated that in research conducted in religious education, only quantitative procedures are considered as important. However, in the field of research on religious education, there is a difficulty in applying mixed methods research and therefore blending quantitative and qualitative procedures. Ratcliff (2009:334) further acknowledged that most doctoral students in this field, historically, received methodological training primarily in one approach, but according to him researchers "*...benefit most from knowing and using aspects of both approaches*" and this is becoming more and more apparent.

In order to stay focused and to have a guide directing the research, it is important to design the research carefully. According to Neuman (2011:163) this will help the researcher to plan and, in the case of qualitative research, to gather as much data on the topic as possible while constantly staying alert to emerging new information and insights related to your research project. The research design can be quantitative (for hard data like numbers), mixed method (combination of quantitative and qualitative) or, as in the case of this research study, **qualitative**.

Research methodology refers to the approach that the researcher will take while collecting the data and conducting the research (Leedy & Ormrod, 2001:12; Neuman, 2011:2). According to Mayoux (2005:1) research methods are divided into quantitative, qualitative and participatory methods which each have their own approaches, techniques and tools. Henning *et al* (2005:36) indicate that the research design is determined by the "*methodological requirements*" of the research question and the type of data that will be collected and analysed. However, they also stress the fact that these decisions are also related to the knowledge of the researchers, what they know and have been trained in. Therefore, in the case of this research study, the fact that the researcher wanted to collect information on personal experiences and feelings, led to the decision to conduct qualitative research through semi-structured interviews.

Welman and Kruger (1999:2) postulated that research techniques are used during the research process to select the research sample and to analyse the information in order to reach the findings of the research project, and the choice of techniques to be used is therefore determined by the initial aim of the research project. Lastly, in an effort to define and understand research better, one looks at how Meyer (2008:2) described research methods. Meyer (2008:2) stated that research methods can be seen as the different researching techniques used by researchers while they are considering a specific phenomenon and the methods should be planned, scientific, and value-neutral in order to ensure accurate results.

In this research study all the data collected need to be interpreted in a way that would add to the understanding of the training and development interventions received by the employees with disabilities at **the dti** and **CIPRO** and their perception of how equal their training and development opportunities are. Taking this into consideration, as well as the definition of Christensen *et al* (2011:52) of qualitative research and that of Pugsley (2010:332), “*Interpretive research approach that relies on multiple types of subjective data and investigates people in a particular situation in their natural environment*”, it is clear that a qualitative research approach was the best option to follow in this research study. Furthermore, the suitability of the qualitative research method is confirmed when considering that qualitative research does not strictly control all possible variables because the aim is to create a free environment where no boundaries exist in order to better understand a phenomenon (Henning, *et al*, 2005:3). Qualitative research gave the researcher of this project the opportunity to collect data from participants on their own experiences in the workplace. In order to determine their exposure to training and development opportunities the researcher of this project, has conducted one-on-one interviews with each participant and also considered the relevant Workplace Skills Plans, Annual Training Reports and Employment Equity plans for both **the dti** and **CIPRO**.

3.3 THE QUALITATIVE RESEARCH DESIGN

Qualitative research focuses on the understanding of a certain situation or phenomenon. For Pugsley (2010:332) “*Qualitative research is rooted in anthropological and sociological tradition and has as its major tenet the desire to study and make sense of the thoughts, beliefs, actions and activities of informants.*” Therefore, qualitative research basically refers to all research where the findings are not quantified or derived, by means of statistical procedures. It focuses more on an in-depth understanding of something that happened.

Terre Blanche, Durrheim and Painter (2010:46) indicate that qualitative research is concerned with data collected in the form of the “...*written or spoken language or in the form of observations that are recorded in language, and [analysed] ... by identifying and categorising themes.*” This opinion is shared by Christensen *et al* (2011:29), who state that qualitative research is concerned with collecting “*non-numerical data*”, which not only refers to pictures and written records, but also to comments and remarks made by people (spoken words) during interviews or discussions, as well as while observing certain behaviour as part of the research study.

Christensen *et al* (2011:30) also assumed that qualitative research brings a deeper level of understanding of a certain issue that might be missing if only quantitative research was conducted. This is also supported by the characteristics of qualitative research as discussed by Christensen *et al* (2011:362). According to them the research is exploratory, looking at mental processes and the behaviour of people in certain situations. The research is also subjective while exploring in depth understanding of specific findings, which is reflected as a narrative including various direct quotations of the participants from whom the data were collected. This is also supported by Neuman (2011:204) who stresses that through qualitative research new definitions or concepts emerge and the relationships between different concepts are investigated.

3.3.1 Advantages of qualitative research

Flick (2009:173) views the advantages of qualitative research as, that when interviews with an interview guide are used, it is easy to compare the collected data to obtain better structured results. With reference to observation as the data collection technique of qualitative research, Flick (2009:238) points out that an advantage of this technique is “...*methodological flexibility and appropriateness to the object under study*”.

Another advantage according to Flick (2009:207) is that, when the researcher uses focus groups in the qualitative research, the researcher can gain diverse inputs and opinions in a very short time and through discussions these points can also be clarified. Another advantage, stressed by Maxwell (2005:16), is the motivation that researchers can have when they conduct research on something that they have experienced themselves and which serves as additional motivation to finish their thesis, as in the case of this research project where the researcher spent 20 years in the Public Service as an employee with a disability.

According to Pini (2010) the advantages of qualitative research include that it is an in-depth analysis of a certain situation or phenomenon, it is based on subjective information,

it allows for flexibility as it is not confined to strictly defined variables; it leads to greater insight into more complex questions that cannot successfully be answered by means of quantitative approaches. It is also based on “*value-laden*” questions which can add to the field of the research and even to other new areas of research. Lastly it also builds new theories and understanding.

Mack, Woodsong, MacQueen, Guest and Namey (2005:3) acknowledge the following as the advantages of qualitative methods in exploratory research. Firstly, the method uses open-ended questions which give the researcher the opportunity to ask more clarifying questions and it also provides the participants with the opportunity to respond in their own words and not only to choose a predefined response. Furthermore, open-ended questions also lead to more meaningful and culturally significant answers that the participant considers as important. The researcher also has no previous knowledge of the answers that may emerge and cannot prejudge the explanatory and discursive answers that will be given. A second advantage is that of flexibility, that gives the researcher the opportunity to ask more exploratory questions in order to get the most honest and complete answer from the participants.

3.3.2 Disadvantages of qualitative research

Pugsley (2010:333) suggests that some of the disadvantages of qualitative research are that the participants may unconsciously respond in a particular manner, they can try and explain and rationalise their feelings and beliefs afterwards, which can put the researchers’ interpretation or account in question, or may show no interest in the results of the research. Other researchers and academics often question the transferability of the results due to the sample size used in the qualitative study. Another disadvantage raised against interviews (Matteson and Lincoln, 2009:660) as the data collection technique in qualitative research, is that researchers get engrossed in the interviews if they both conduct the interviews and interpret the data, which can lead to “... *the researcher’s voice drown out those of the participants.*”

According to Pini (2010), the following are disadvantages of qualitative research. Due to the subjectivity of this method some procedural problems exist, and it is also very difficult to recreate the exact circumstances for further or future research; furthermore the perceptions and feelings of the researcher are part and parcel of this method; because the data gathering is comprehensive and over-encompassing in a specific situation, the scope of the data collected is limited; this method is also labour intensive, which means that it is more costly. Lastly, the old school of researchers — “*classical researchers*” — tend not to understand and accept this study easily.

In this specific research project, the attainment of the second research objective (the perception of employees) is more dependent on the qualitative research design. This is due to the fact that the opinions and experiences of employees with disabilities in **the dti** and **CIPRO**, regarding the training and development interventions and opportunities offered to them, were being analysed. Considering the opinions above, it was clear that this data could best be collected through interviews and observations and therefore again supports the qualitative research design for this research project. Wiersma and Jurs (2005:201) state that a qualitative research design is less structured and generally considered to be more flexible than a quantitative design. The reason for this is that the designs differ, because of the context, purpose and nature of the study. This flexibility made this design also suitable for this specific research project because it gave the researcher, who also collected the data, the opportunity to adapt and make certain changes during the process in order to accommodate the different respondents.

3.3.3 Methods of data analysis in qualitative research

Ratcliff indicates (2002:3) that there are fifteen (15) methods of data analysis in qualitative research and, although not all of them will be discussed, the researcher will mention some of the more common approaches in more detail. Ratcliff (2002:4) identifies the most commonly applied qualitative research analysis methods as:

- Grounded theory,
- Discourse analysis, and
- Content analysis.

3.3.3.1 Grounded Theory

Ratcliff (2002:5) propose that this theory is one of the most commonly used theories which, according to him, were developed in the late 1960s. This approach entails the identification of indicators of categories in events and behaviour which are then named and coded. This will then help the researcher to compare the codes in order to find consistencies and differences, where the consistencies will then be used to identify different categories. These categories will saturate when no new codes related to the specific category can be found. We also see that, during the data analysis, certain categories become axial categories (categories of central focus) or core categories. This is in line with Terre Blanche *et al* (2010:46), who stress that qualitative research creates the opportunity for in-depth study of the issue at hand with the intention to create understanding of the themes and categories that the researcher identifies from the collected data (Terre Blanche *et al*, 2010:47). In this research study the researcher

intended to identify similarities and consequent categories and themes that became apparent during the individual interviews with the employees with disabilities. However, the researcher also intended to study these themes and categories to create a better understanding of issues related to training and development of persons with disabilities.

3.3.3.2 Discourse analysis

This method is also known as “*linguistic analysis of on-going flow of communication*” (Ratcliff, 2002:5). In this approach the researcher or interviewer will normally use tape recordings of group discussions or events which can then be played various times in identifying patterns of questions, to see which person dominates the discussion or event, and in which way, as well as any other patterns of interaction. This approach is not suitable for this specific research study because group interviews were not conducted due to the sensitivity associated with disability.

3.3.3.3 Content analysis

This method is according to Ratcliff (2002:6) not a very good method when used with video recordings and can only be seen as qualitative in development of specific categories, while according to his opinion it is more of a quantitative method which “*might be considered a specific form of typological analysis*”. It is a process where you consider all relevant documentation or voice recordings and then identify any emerging themes. What is asked most often is: how do the different themes relate to one another? If your research is theory driven, the theory determines what you are looking for.

Ratcliff (2002:6) assumes that content analysis will be conducted in line with the following standard rules:

- The size of the data being analysed at a time (a line, a sentence, a phrase, a paragraph) and it must also be clear what is considered as a unit of meaning.
- The categories identified and used must be clear, inclusive and mutually exclusive.
- It must be exhaustive, in other words all data identified must fit into one of these categories.
- In determining the categories you need to first work through all the data before you set the rules of categorising the data.
- The researcher needs to count how often a certain category occurs which places more emphases on the quantitative aspects.

The researcher of this study can see a correlation with some of the methods identified by Ratcliff which were discussed above and the aim of this study. Before a final choice on the

most applicable data analysis method for this specific research project was made, the researcher took another look at the three most plausible methods.

Stemler (2001:1) defines content analysis as “... a systematic, replicable technique for compressing many words of text into fewer content categories based on explicit rules of coding” Therefore, it basically means working through large amounts of data and extracting meaning from the data by grouping and interpreting the information. In qualitative research content analysis is mostly seen as just counting words. The assumption exist that, whatever words are used most by those recipients involved in the study, must necessarily reveal their greatest concerns.

Taking into consideration the explanations of what content analysis entails, as well as the fact that the researcher of this project wants to create a better understanding of the issues related to training and development of persons with disabilities in **the dti** and **CIPRO**, the researcher will use content analysis in this research study.

The following research tools form part of this research analysis:

- Document analysis – Literature review and specific ETD reports from **the dti** and **CIPRO** concerning the relevant training and development statistics will be analysed.
- Semi - Structured Interviews – semi-structured individual interviews with persons with disabilities employed by **the dti** and **CIPRO** will be conducted. Participation in the project and the interviews will be voluntary.
- Documentation and Interviews – document analysis of all the interviews and the subsequent themes will be discussed as part of the content analysis process.
- Observations – the researcher will conduct the interviews personally in order to also observe the body language and response of the participants.

It will mean that, if respondents indicated often that they enjoyed equal treatment in the workplace, a simple deduction can be that no unequal treatment exists in terms of training and development interventions and opportunities. However, extensive content analysis needs to extend far beyond simple word counts, and the researcher will look at these responses in greater detail and determine the specific context of such responses in order to foster greater understanding of disability.

3.3.4 Site or social network selection

The site where the research will be conducted is the researcher's place of employment namely **the dti** and **CIPRO**. The reason why this site was selected is because of the problem area identified by the researcher in her capacity as Employment Equity Manager of **CIPRO**. The researcher noticed that over a two year period (2009/2010), during the annual Employment Equity (EE) reporting process, no employees with a disability received any training leading to career development or potential promotion. This encouraged the researcher to investigate this area in more detail in **the dti** and **CIPRO**. **CIPRO**, as well as their mother department **the dti**, were two of the only four Public Service departments that met the 2% employment of persons with disabilities target before March 2010. Therefore all of this made these departments highly suitable as a research site.

3.3.5 Participant selection

Wellington (2006: 58) proposes that the research sample must be representative of the whole research population. He also distinguishes between probability and non-probability sampling in order to identify the most representative sample for a specific study. Neuman (2011:267) also indicates that purposive sampling should be used where there is a "*...highly specific and difficult-to-reach population*". The researcher of this study will use non-probability, purposive sampling. This will be done due to the limited numbers of persons with disability that are formally employed (only 0.9%) according to the 2010 annual report of the Commission of Employment Equity) (SA, 2010c:19) and the fact that the researcher will concentrate on only **the dti** and **CIPRO**. Initially the researcher applied for permission to conduct the research in five different Public Service National departments, but only received feedback and consequent permission from the Director General of **the dti**, enabling the researcher to conduct the research in **the dti** and **CIPRO**. Next the researcher will contact the employees with disabilities through the disability managers at these two offices, and an introduction letter that explains the research project will be forwarded to them.

As mentioned before, participation will be voluntary and after providing identified participants with an introductory letter on the study and the aim thereof, participants will be given the opportunity to indicate their willingness to participate in this project and it will be clearly stated that they may withdraw from the study at any time. They will also be given the opportunity to raise any concerns before and during the interview process in an effort to ensure full participation in the process.

In the end, the research sample will consist of persons with disabilities employed by either **the dti** or **CIPRO**, at the National offices situated on **the dti** Campus in Sunnyside, Pretoria. The interviews will be conducted in a conference room on the premises, although separate from the general office buildings. It needs to be stated categorically that the anonymity of the participants will not be in jeopardy at any time. The identified participants will be requested to complete and sign an informed consent document, giving the researcher the final permission to conduct the interviews.

3.4 QUALITATIVE QUALITY ASSURANCE

3.4.1 Triangulation

Christensen *et al* (2011:53) define triangulation as the “...*use of multiple data sources, research methods, investigators, and/or theories/perspectives to cross-check and corroborate research data and conclusion.*” Christensen *et al* (2011:52) indicate that qualitative research has three primary components. Firstly, it is interpretive in an effort to understand the data from the perspective of the participants in a specific study. The second component refers to the multi-method approach of qualitative research. This indicates that even within a specific research design (qualitative or quantitative approach), the researcher can use multiple methods of collecting data, for instance during qualitative research, as in this specific research study, they can collect data through interviews, personal experiences, and observations to name but a few. This multi-method approach is generally known as triangulation and because of its importance in increasing the validity and credibility of a study, and the place it had in this specific research project, it will be discussed in more detail.

The last component referred to by Christensen *et al* (2011:53) is that the study is conducted in the participant’s natural surroundings or in the field. This is supported by Neuman (2011:342) who stresses the fact that the interview can be based on a social interaction between the interviewer and the participants where they are at ease. In this specific research project the participants will be interviewed on **the dti** campus, although in confidence. This will be done to make them feel comfortable but also to create an opportunity for them to be completely honest with the researcher who conducted the interviews alone.

Denzin and Lincoln (2005:452) mention that there are two types of methodological triangulation, namely the '*across method*' and the '*within method*'. The “*within method*” as triangulation method will be used in this study seeing that it refers to a study where

different qualitative methods are used to verify the collected data. When using the “*within method*”, Denzin and Lincoln (2005:453) refer readers to their 1989 research into triangulation and the conclusion that it “...*can involve the use of data collection methods from the same research tradition, or the use of two or more research approaches from the same tradition; that is, triangulation of methods at the level of design in the one study*” (Denzin and Lincoln, 2005:453). This, therefore means, that various independent methods are used, exploiting their different strengths and countering their weaknesses, leading to more valid and complete findings (Ellis, Bochner, Denzin, Lincoln, Morse, Pelias and Richardson, 2008:258).

As mentioned above, the aim of using triangulation is to validate findings by ensuring that they are confirmed by the data obtained through different research methods. Further, the usage of more than one method will also ensure that the data collected are more complete (Streubert and Carpenter, 2007:13). This is also confirmed by Symonds and Gorard (2010:129) who describe triangulation as “...*seen to increase validity when multiple findings either confirm or confound each other (thus reducing the chances of inappropriate generalizations)*”.

3.1 .1 Strengths and weaknesses of triangulation

Some off the identified strengths and benefits of triangulation include that the data collected are more complete and different sources are used to confirm the findings made. Halcomb and Andrews (2005:8) confirm that triangulation can yield more comprehensive, insightful data than single method research. Furthermore, other researchers have also claimed that triangulation could help to overcome the bias that can normally be associated with single-method research studies, or can help to overcome the shortcomings of one specific single research strategy (Denzin and Lincoln 2005: 454, Symonds and Gorard 2010:131).

A limitation of triangulation includes the risk that the findings of the different research paradigms may not correlate (Botha, 2002:1), which will then complicate the making of deductions and supporting or negating the research question as set out above. In order to counter this, the different methods must have clear, well-focused and appropriate research questions, and researchers must have a comprehensive understanding of each method used and how it contributes to the confirmation and completeness of the information gathered (triangulation).

Therefore, in this specific research project, the different types of data to be collected through the literature review, the interviews, document review and observations will be used in a process of triangulation to ensure more valid and reliable results.

3.4.2 VALIDITY, RELIABILITY, CREDIBILITY AND ASSOCIATED CONCEPTS

Golafshani (2003:600) makes the assumption that the credibility of a qualitative research project depends on the ability of and effort made by the researcher. Golafshani (2003:601) also indicates that, while reliability and validity are seen as separate concepts in quantitative studies, in qualitative research they are considered as one, and therefore the following encompassing terms are used — *credibility*, *transferability*, and *trustworthiness*. However, Patton (2002:23) speculates that no qualitative researcher can ignore validity and reliability in their study and feels that it concurs with the question “*How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?*” Christensen *et al* (2011: 143) also consider the two terms, reliability and validity, as related but, not as “*one*”. They indicate that for validity to be present in a study there must be some degree of reliability, although the latter is no guarantee for validity.

It is therefore essential to have a more in-depth look at the relevant terms and also how each will be incorporated into this research project.

3.4.2.1 Validity

Qualitative validity refers to authenticity, which means a fair, honest and balanced account of social life is given from the viewpoint of the person who lives it every day, and that the measure is measuring what it is intended to measure (Cameron and Price, 2009:216). When considering validity in terms of a research study, it is important to look at the following two types of validity: internal and external validity. According to Cameron and Price (2009:218), internal validity is associated with to what extent the results or deduction made can be attributed to the “*experimental treatment or condition (the cause)*” instead of other or external variables. Therefore, to ensure a higher level of internal validity, it is important to increase the level to which the other or external variables are controlled in order to limit their effect on the study. Neuman (2011:217) explains internal validity as “*...we have not made any errors internal to the design of a research project that might produce false conclusions.*” While Christensen *et al* (2011:176) indicate that internal validity refers to the deductions made by the researcher due to what caused something and the results thereof. Therefore, in this research study, if the researcher deduces that the employees with disabilities felt discriminated against due to the fact that they were not trained enough, evidence should be available to support such a deduction.

External validity refers to whether the results can also be made applicable outside the specific research environment. Neuman (2011:217) points out that it answers the question whether, if a certain group of people responded in a particular way in the specific circumstances under which the study was conducted, those in the “*real*” world would respond the same. Christensen *et al* (2011:186) also indicates that external validity refers to whether the deductions made by the researcher can be generalised outside of the study. In this research study it refers to whether employees with disabilities outside **the dti** and **CIPRO** would share the feelings and experiences related to their exposure to training and development opportunities of the participants in this study.

Validity during the data analysis process is of the utmost importance and, according to Stemler (2001:7); you need to keep in mind that a specific methodology is chosen as result of the identified research question or questions. Furthermore, the validity of any deductions made is dependent on whether it can be verified by other sources. As already mentioned, one of the ways to ensure validation in qualitative studies is through triangulation. According to Neuman (2011:216), validity in qualitative research rest on three requirements, first the researcher’s claims must be plausible (Neuman, 2011:216) “...*data and statements about it are not exclusive; they are not the only possible claims, nor are they exact accounts of the one truth in the world*”. Secondly, it becomes more valid if there are different sources of empirical data that supports the claims and, lastly, the validity increases if the researcher takes into consideration the connections between diverse sources of data. According to Christensen *et al* (2011:146), the validity will refer to the evidence that can be collected in order to prove that any deductions made are sound and true.

Maree and van der Westhuizen (2009:33) state that a researcher can use different tactics to ensure validity in qualitative research, like an external coder to verify the coding and the results obtained. Maree and van der Westhuizen (2009:34) further mention that the personal involvement of the researcher as well as the comprehensive data collected from the participants, should be enough to ensure validity and reliability.

In this study validity will be ensured by interviewing the candidates individually in the same environment. An interview room on **the dti** campus will be accessible to all participants and conducive to the interviews, because it is a quiet, comfortable, non-threatening environment. Although all interviews will be conducted on **the dti** campus, it will not be in the normal day-to-day office space of the participants and the interviews will also be conducted anonymously in order to encourage open and truthful responses. The validity

of the data analysis process will be ensured by verifying the responses of their interviews with information gathered during the literature and document review and by using a co-coder during the coding process.

3.4.2.2 Reliability

Neuman (2011:216) stresses the fact that there is a relationship between validity and reliability and, although a study can yield the same results constantly making it reliable, these results can still be invalid because it is not a true reflection of what the study intended to measure. Reliability in terms of the content analysis process will be considered on the basis of the work of Stemler (2001:4) as well as Henning *et al*, (2005:102), and their views on reliability of content analysis and coding. The researcher in this project believes that the most important way to ensure reliability in terms of any deductions made is by ensuring that the classification procedure is reliable by being consistent. Therefore, if different persons read the same data or text, they must code it in the same way.

Unclear meanings of certain terms and the way that units are categorised, can cause different interpretations and therefore lower the level of reliability. Henning *et al*, (2005:103) state that researchers involved in a specific project, start to think so much alike, that they do not necessarily clearly define the coding system, which will result in more opportunities for ambiguity. To avoid this, the recording instructions and grounds for the coding should be so clearly defined that even outside coders can be “*trained*” to become reliable interpretations of the data or text. Even during the analysis of the data there are two types of reliability to consider (Stemler, 2001:5), namely stability, or *intra-rater* reliability (referring to the consistency with which the same coder will get the same result), and reproducibility, or *inter-rater* reliability (do the coding schemes enable different coders to code the same text in the same way).

Neuman (2011:365) indicates that during the coding process there are two types of coding that can be applied. Manifest coding, which counts how many times a specific word or phrase appears in the text, but ignoring the context in which it appears, and latent coding, that considers the implied meaning of a specific piece of text. While manifest coding can be seen as highly reliable because the coding (identification of the specific word or phrase) is very explicit, the validity of the study can be compromised because the context and meaning of the identified word in the text are not considered. In the case of latent coding the reliability can be lower, because, according to Neuman (2011:365), it is dependent on the coders’ reading and interpretation skills, but the validity can be higher,

because it considers what participants meant and not only the specific words they used. Using the two coding systems together could improve the reliability and validity of the researchers' study if their results support one another.

In this specific research study, the researcher and co-coder will apply both approaches. Counting specific words (manifest coding) like discrimination, equality, sensitisation etc., as well as looking at the implied meanings of what participants says (latent coding). The latter will be important because, although the participants might be fluent in English, it may not be their first language which also influences how they express themselves.

3.4.2.3 Credibility

Poggenpoel and Myburgh (2000:419) are of the opinion that the credibility of the research results can be confirmed through triangulation, which (as mentioned before) refers to using more than one data collection method and source. In this study the researcher will attempt triangulation to assure reliability, credibility and validity in order to prove or negate the research questions. The following sets of data will be used:

- Data collected and interpreted during the literature review;
- Data collected and interpreted during the interviews;
- Data of the statistics collected in the annual reports, ATRs and WSPs, and
- Data collected through observations made during the interviews.

According to Golafshani (2003:605), credibility in qualitative research results depends greatly on the interpretation of the inputs made by the participants in the research project. One should use the qualitative research aims to discuss or understand a certain situation or phenomena as experienced by the participants in the study (Golafshani, 2003:605); only they can confirm whether the deduction really captures their feelings and experiences.

In this study the data collected during the interviews with the individual participants with disabilities will be analysed to identify trends in an effort to find an answer to the research questions. The data collected through the interviews will also be placed in categories and themes to identify these possible trends. As mentioned earlier and, as also stressed by Stemler (2001:7), triangulation increases the credibility of the study and its findings, because multiple sources of data, methods, investigators, or theories are used. This is supported by Ellis *et al* (2008:258) who state that "*Methods are theoretically informed, but they have to be methodologically sensitive to issues of internal and external validity.*"

Therefore, we have to combine multiple methods in what's called triangulation." A copy of the final report compiled from the results of this research study, will be made available to the management of the two departments as well as the participants of the research project.

3.4.2.4 Transferability

According to Golafshani (2003:602), transferability has to do with the extent to which the research findings can be generalised. To increase the transferability of findings, it is important that the researcher clearly defines and describes the context of the study. Therefore, if a person wants to consider whether the results will be applicable to another situation, they can compare the new situation to that of the original research study. This is clearly related to the external validity discussed above. It was stated that external validity refers to the extent to which the results of a research study can be made applicable outside the specific research environment. As mentioned before, Neuman (2011:217) indicated that it answers the question whether a certain group of people responded in a particular way in the specific circumstances under which the study was conducted, those in the "*real*" world would respond in the same way. Again, this research study will refer to whether employees with disabilities outside **the dti** and **CIPRO**, especially those in other Public Service departments, and in the wider labour market, have similar feelings and experiences in terms of their exposure to training and development opportunities, as the participants in this study.

3.4.2.5 Trustworthiness

Seale (1999:266) assumes that the "*...trustworthiness of a research report lies at the heart of issues conventionally discussed as validity and reliability*". According to Golafshani (2003:602) Lincoln and Guba found in 1985 that the trustworthiness of a qualitative research project still depends on its validity and reliability which, according to them, will lead to higher levels of confidence in the results of the research study.

To ensure that the data collected during the interview of this particular study are trustworthy and not the subjective opinions of the researcher, triangulation will be applied. The data will be compared to the relevant Workplace Skills plan (WSP), Annual Training report (ATR) and the annual reports of **the dti** and **CIPRO**. According to Wikipedia (2011) "*...triangulation is often used to indicate that more than two methods are used in a study with a view to double (or triple) checking results. This is also called "cross examination"*". The aim of using triangulation in this study is to validate the results of the data collected during the interviews.

Furthermore, the practice of using more than one data source by conducting interviews and then comparing the outcomes with the statistics in the relevant WSP, ATR and EE report, will also ensure that the data collected are more “*complete*” as mentioned by Streubert and Carpenter (2007:439). Lastly, to ensure trustworthiness, the interviews will all be taped and typed verbatim and therefore will be available if questions arise and even for further research in this field.

3.5 RESEARCH ETHICS

The Qualitative Research Methods: a data collector’s field guide (Mack *et al*, 2005:8) states that research ethics mainly encompasses “...*the interaction between researchers and the people they study.*” While the Guide (2005:9) describes professional ethics as “...*all the additional issues such as collaborative relationships among researchers, mentoring relationships, intellectual property, fabrication of data, and plagiarism, among others.*”

The reason that research ethics is important in qualitative research, as discussed by Mack *et al* (2005:8), is that there is a direct contact between the researcher and the participant and that this can lead to abuses and transgressions especially in the biomedical field. Mack *et al* (2005:9) stress that, when you conduct research on humans, their health and well-being become the primary concern.

According to the Belmont report published in 1978 (NCPHSBBR, 1978:4), and which is globally accepted as the basis for research ethics when conducting research on people, the following principles can be identified as the key ethical principles to be upheld during research:

3.5.1 Respect for Persons

This includes two basic ethical convictions. First, you need to acknowledge the autonomy of people and their ability and rights to make decisions and their own choices. The second is to respect the rights of those with diminished autonomy and the right they have to be protected. Researchers have an ethical obligation to provide individuals with all the information they need to make informed decisions (NCPHSBBR 1978:4).

3.5.2 Beneficence

Treating people in an ethical way is not limited to only respecting their decisions and protecting them from harm, but also includes making efforts to secure their well-being.

This entails not to harm a person, and to ensure the maximum benefit for those involved while taking all steps to limit the possible harm to all involved. (NCPHSBBR, 1978:6)

3.5.3 Justice

The benefits due as a result of the research should be awarded to those who deserve it most and equally the costs or burdens should fall to those who deserve it. An injustice will occur when a benefit a person is entitled to be denied without good reason, or when a burden is enforced undeservedly. Furthermore, it is also concerned with equal treatment for equals and if this is not possible, then this must be clearly justifiable (NCPHSBBR, 1978:8)

From this it is clear that the ethical considerations go further than just respecting the person, but research should also not harm the participants in any way, and they should be treated as equals without any discrimination. Neuman (2011:142) defines ethics as “...*what is or is not legitimate to do or what “moral” research procedure involves.*” Therefore, it refers to what is the right, acceptable thing to do when conducting your research. Christensen *et al* (2011:97) describe research misconduct as “...*fabricating, falsifying or plagiarizing the proposing, performing, reviewing or reporting of research results*” This is seen as unethical behaviour.

In this study the researcher will adhere to the ethical guidelines and policy of the North-West University. The researcher applied for ethical approval to conduct the study and also obtained approval from the Director General of **the dti** to conduct the research, but will also obtain informed consent forms from each participant in this study.

3.6 RESEARCH APPROACH

Shrestha (2009:3) describes a researcher’s research approach as the blueprint or plan that will be applied in collecting, structuring and the organising of the data in the study, in such a way that it becomes integrated information leading to research findings that will then create greater understanding of the research topic.

In this research study, the attainment of the research aims relies somewhat on a comparison of the number of employees with disabilities exposed to training and development to the number of able-bodied employees exposed to training and development in **the dti** and **CIPRO**, and it therefore calls for a document analysis on the number of employees trained. In addressing the first research question, as mentioned in section 1.4, determining the number of employees with disabilities exposed to training and

development opportunities, the relevant statistics will be provided through the annual training reports and annual reports of **the dti** and **CIPRO**. These documents will form part of the documents to be reviewed by the researcher as part of this specific research project.

However, the study is mainly interested in how persons with disabilities experience the training and development opportunities in their workplace, and seeing that this is more interpretive in nature, the data will be collected through an interactive, qualitative approach.

3.6.1 The interactive approach

An interactive approach will be followed to collect the qualitative data in this project through semi-structured interviews with all participants where interaction between the researcher and the participants will be encouraged. The participants have to feel comfortable in order for them to open up to the researcher on this sensitive and personal issue. Neuman (2011:342) supports interviews based on a social interaction between the interviewer and the participants where both parties are at ease and will interact with one another in a relaxed fashion. Mouton (2003:104) states that research questions of a sensitive nature may lead to non-response or refusal of respondents to participate in the study. Therefore, due to the sensitivity associated with medical information, focus group sessions will not be used, in an effort to ensure confidentiality and a safe environment where interviewee's could be honest and comfortable. Participation will also be on a voluntary basis and this, as well as the fact that the results will be handled as confidential and no responses attributed to a specific respondent, will be stressed in each of the interviews. During the personal interviews the researcher can follow-up on certain issues and pick up on cues from the interviewees in order to collect as much information as possible.

3.6.2 Researcher's role

The researcher will conduct the interviews personally during the qualitative data collection. It will offer the researcher the opportunity to interact directly and personally with the interviewees and to put them at ease as well as to build trust between them and the researcher.

For Leedy and Ormrod (2005:99), as well as Neuman (2011: 362), the purpose of qualitative research is to obtain a better understanding of a phenomena or situation. Therefore the researcher intends during the interviews to explore and observe the

experiences and feelings of employees with disabilities in **the dti** and **CIPRO** in relation to the training and development opportunities offered to them.

3.6.3 Data collection strategies

As mentioned, before the qualitative data will be collected through individual interviews with the employees with disabilities that agreed to participate. The choice was made to use semi-structured interviews as opposed to unstructured interviews after the pilot session with two participants, which indicated a need for some structure during the interviews, while leaving freedom to participants to discuss their personal experiences. Focus group sessions will not be used as a method of data collection in an effort to ensure confidentiality, anonymity and a safe environment where interviewees could be honest and at ease. All the interviews will be audio taped and transcribed verbatim.

The qualitative research will be supported by a document analysis where secondary data will be obtained from **the dti** and **CIPRO**'s annual reports, annual training reports (ATRs) and the relevant work place skills plans (WSPs), in an effort to determine to what extent the proposed training for persons with disabilities were achieved. The ATR reflects the actual training conducted during a certain financial year, while the WSP reflects the proposed or anticipated training for the following financial year. These documents form part of the document analysis for this research project and will be used as part of the triangulation process to verify some of the information collected during the interviews.

3.6.4 Interviews

Initially the researcher of this study intended to use unstructured interviews. According to Neumann (2011:342) interviews can be structured, semi-structured or unstructured, with less more structured questions and different levels of guidance. In unstructured interviews, the participants are given the opportunity to discuss the issue under discussion in a way with which they feel comfortable and that they feel suitable without specific questions being asked (Christensen *et al*, 2011:338). Because the researcher in this study aims to collect data from participants on their own experiences and feelings concerning their exposure to training and development opportunities, unstructured interviews seemed to be most suitable.

However, after conducting two interviews as part of a pilot exercise, the researcher realised that, due to the sensitivity of the issue of disability and the shyness experienced from the pilot participants, it was difficult for them to openly discuss their feelings and experiences. This could also be attributed to the different cognitive levels of the

participants as well as the fact that in the pilot group, as in the bigger group to be interviewed during the research study, English might be the second language for the participants. The researcher thus decided to use semi-structured interviews in order to collect the data for the study.

According to Rugg and Petre (2010:135) an interview has three core concepts defining it as an interview. Firstly, it needs to be an interactive process between at least two or more people. Secondly, it happens in real time, therefore it is a “*live*” interaction between the participants and thirdly, it happens in “*natural language*”; participants are allowed to present themselves in the interview language as best as they can and at their own level of language competence (Rugg and Petre, 2010:135). This research study thus will use interviews seeing that it involves “*live*” interaction between the researcher and the participants in the study, who will present their own experiences to the researcher.

To provide participants with the opportunity to discuss and describe their own experiences, but to avoid moving too far away from the topic of this research study, it was decided to use semi-structured interviews rather than structured or unstructured interviews. With structured interviews, described as having “... *a set of questions and a predetermined sequence and strict protocol* ...” (Henning *et al*, 2005:65), the researcher of this project would limit the opportunity for participants to talk about their own experiences and feelings. While unstructured interviews described by Rugg and Petre (2010:138) as “*flying the session by the seat of your pants*”, with no predetermined structure, questions or topics, and having to decide what to do next as you move along, could lead to emotional discussions on issues not related to this research study.

Semi-structured interviews are described by Rugg and Petre (2010:138) as having some predetermined topics, but with enough space to follow-up on related issues that arise, and this was seen as most suitable for this specific research study. This approach also allows for a conversational interview style, defined by Neuman (2011:341) as “...*a flexible technique based on the collaborative encounter model in which interviewers adjust interviewing questions to the understanding of specific respondents but maintain the researcher’s intent*...” In this research study, the researcher could then make some adjustments to the interview process, taking into consideration that the interviews might not be conducted in the first language of the participants. Some of the participants might have had disabilities all their life or since childhood, while others might have been living with a disability for a shorter period of time. Their responses might also be influenced by their years of service and their exposure to training interventions in the Public Service and **the dti** and **CIPRO** specifically.

Furthermore, the interviews will also be recorded and typed verbatim in order for the researcher to have accurate records of the interviews conducted and to assist in the coding process. As mentioned by Cohen and Crabtree (2006:3), because semi-structured interviews give the participants the opportunity to openly discuss the issues at hand, it is difficult to capture the participants' responses by hand and stay engaged in the interview. Direct quotes from the verbatim transcriptions will be used later in section 4.4.

3.7 DATA ANALYSIS

As discussed in section 3.3.3 the researcher considered the various data analysis methods in order to identify the most suitable option for this study, and realised that the value of content analysis could not be ignored. As stressed by Stemler (2001:3), this technique is helpful in discovering and describing what an individual or a group experiences, and referring back to the value of triangulation in a process of verifying deductions and findings. Stemler mentions that content analysis also allows the making of deductions which can then be corroborated by other methods of data collection (triangulation).

To further determine whether content analysis would be the most suitable data analysis approach for this specific research study, it was important for the researcher of this project to consider the different kinds of coding units. Stemler (2001:6) refers to the following three kinds of units that commonly form part of content analysis: sampling units, context units, and recording units. The researcher of this project considered Stemler's (2001:6) explanations of these different types of units in order to understand it better and to ensure an informed decision.

- **Sampling units** will vary depending on how the researcher interprets meaning; they could be words, sentences, or paragraphs.
- **Context units** neither need be independent or separately describable. They may overlap and contain many recording units. Context units do, however, set physical limits on what kind of data you are trying to record.
- **Recording units**, by contrast, are rarely defined in terms of physical boundaries. (Stemler, 2001:6)

In analysing the data to be collected in this study, the researcher will therefore follow a content analysis approach, identifying common themes and relevant categories. The researcher does not only want to base the research deductions on word counts alone, but as discussed by Stemler (2001:3), the frequency counts for specific words or terms could assist in the identification of areas and words of potential interest.

Leedy and Ormrod (2001:108) as well as Christensen *et al*, (2011:146) refer to content analysis as a “...*systematic examination of the contents of a particular body of material for the purpose of identifying patterns, themes, or biases within that material*”. Creswell (2009:8) supports the assumption that it involves more than just doing a word count and making general deductions without looking deeper. The qualitative research process also involves emerging questions and procedures and data is usually collected in the participants’ setting and analysed inductively from details to general themes and the qualitative researcher interprets the meaning of the data.

As content analysis is more than just counting words, the reliance on coding and categorising of the data collected increases the value of content analysis. According to Weber (1990:37), “... *a category is a group of words with similar meaning or connotations*”. This could help the researcher in identifying similar feelings and then, with the interpretation thereof, seeing that this study is focused on determining whether employees with disabilities employed by **the dti** and **CIPRO** receive equal training and development opportunities.

To ensure the best possible application of this content analysis approach, it was decided to follow the eight (8) steps as proposed by Carley (1992:4-5) and indicated below:

3.7.1 Decide on the level of analysis

It is important that the researcher decide whether only single words will be coded or whether certain phrases (concepts) can be seen as just as valuable and therefore should be included during the coding process. During this process the research questions should be kept in mind at all times.

3.7.2 Decide how many concepts to code for

The researcher determines whether all the coding has to be done in advance or whether additional words/concepts can be coded as the analysis process unfolds. In this research study, the number of categories to be used will not be limited right from the start, seeing that the study is to a large extent exploratory in nature and although some categories have been identified in the limited literature available on this topic, it is more important to leave some room for expansion on the coding system as the study proceeds. The inputs

of a group greatly ignored before (persons with disabilities) can lead to new findings and insights.

3.7.3 Decide whether to code for existence or frequency of a concept

It has to be decided whether the researcher will count all words or whether the researcher has to determine whether a certain word or concept forms part of the collected data or not. Because the aim is to determine whether persons with disabilities get exposed to training and development opportunities it should be best to code for frequency, not ignoring the feelings related to the equal treatment of persons with disabilities.

3.7.4 Decide on how one will distinguish between concepts

As mentioned by Carley (1992:4) the researcher has to portray an ability to identify not only specific words or phrases, but also those with similar meanings in order to ensure a more accurate analysis of all the data collected. However, this can lead to some subjectivity and it is of the utmost importance that the researcher has to be able to substantiate this decision.

3.7.5 Develop coding rules

As mentioned above, the researcher has to be able to substantiate the coding of certain words or concepts, and therefore clear rules have to be developed, ensuring that the researcher and other researchers afterwards, code exactly as the researcher intended to. Again, the researcher has to guard against subjectivity when setting these rules. It is important to ensure that specific themes are identified; otherwise it could damage the validity and credibility of the research study. To counter this in this study, the researcher will involve a co-coder to ensure that the same themes are seen as the most common.

3.7.6 Decide what to do with irrelevant information

After the coding of those words or concepts considered being of value to the study, the researcher has to determine whether the researcher has to ignore the “*irrelevant information*” that will not be coded, or whether to reconsider the codes developed. In this specific study it is anticipated that the researcher will keep the irrelevant information, seeing that the study creates opportunities for respondents to raise their own opinions and experiences. This information can then be used at a later stage to re-examine the coding scheme and also be used during the analysis phase.

3.7.7 Code texts

In this study the text will be coded by the researcher as well as a co-coder, who will identify areas (themes) of common interest in the interviews. After the themes, sub-themes have been identified, the data will be categorised and interpreted by the researcher.

3.7.8 Analyse the results

Data collected during this research project will be analysed to identify the following aspects:

- Themes and categories relating to the research questions
- Groupings of themes and categories
- Meanings of themes and categories
- Context of themes and categories

These steps are closely related to those proposed by Benoy (2006:3) as the main steps in content analysis. Although Benoy (2006:3) only mentions three clear steps, all the aspects as discussed by Carley (1992:4-5), are still covered:

- **Defining the unit of analysis:**

Benoy (2006:3) also stresses the importance of deciding on categorising by using a single word, a phrase or even complex sentences. These have to be analysed and any characteristics of value have to be identified. The facts chosen to be reflected have to be those that will contribute to resolving the problem statement or answering the research questions at hand.

- **Specifying variables and categories:**

After identifying the coding unit or category, the researcher will not only conduct an analysis but also needs to identify ways of generalising the results to a wider spectrum as the current study population. Therefore the “*rules*” and criteria applied during the identification of categories or themes must be clearly defined in order to avoid any confusion in this study or later studies.

- **Frequency, direction and intensity:**

The researcher has to define the variables and categories in analysing the data and determine the frequency with which the variables or categories appear. The researcher also has to determine the “*direction*” of the reference, by determining whether it refers in a positive, negative or neutral sense to the topic. Lastly, the researcher

has to look at the intensity — which refers to the emotional impact of the reference made and therefore is closely linked to the direction. (Benoy, 2006:4)

3.8 CONCLUSION

In this chapter the research methodology for the study was discussed. The planning of the study was outlined, with specific reference to the aims of the study. It was shown how triangulation can be used to verify data and how, in this study, data collected through qualitative methodologies will be verified by using information collected during the literature review and document review processes of the study.

It was also shown how the final sample organisations were selected and how the primary data will be collected through voluntary, individual, semi-structured interviews with employees with disabilities in **the dti** and **CIPRO**.

Finally, the validity, reliability, credibility, transferability and trustworthiness of research studies and the necessary ethical considerations were discussed with specific reference to qualitative research designs.

In Chapter Four the data collected will be categorised and analysed based on the themes, categories and sub-categories identified and supported by quotes from the participants interviewed.

CHAPTER 4

ANALYSIS OF DATA COLLECTED

4.1 INTRODUCTION

In chapter 3 the research design and methodology employed in this study were discussed.

In this chapter the results of the data collected in chapter 3 in terms of all research objectives are presented and discussed. The results pertaining to the demographical data of participants are descriptive statistics and are therefore reported in a frequency table. The results pertaining to the second part of each interview are more interpretive in nature and are therefore presented in a different format. The researcher of this study (“the researcher”) identified the following themes, *disability*, *career advancement*, *career development* and *affirmative action*, which will be the basis of further discussions in this chapter.

4.2 THE SEMI-STRUCTURED INTERVIEWS

As explained in chapter 3, section 3.6, the researcher decided to use semi-structured interviews to gather the information from the selected participants. Semi-structured conversational interviews (Neumann, 2011:341) were conducted and the researcher was able to adjust the interview, taking into account the demographics, disability status, occupational level and communication ability of the respondents selected for the study.

4.3 DEMOGRAPHICAL INFORMATION

The participants were requested to provide information about themselves and their disabilities and about their demographics. The purpose of including these aspects was merely to determine the racial and gender representivity of the group interviewed. These results are only briefly covered in this section, as they do not have an impact on the attainment of the research objectives.

Participant	Race	Gender	Disability	Job experience in years
<i>Participant A</i>	White	Female	Physical	12 years
<i>Participant B</i>	African	Male	Physical	25 years
<i>Participant C</i>	African	Male	Physical	5 years
<i>Participant D</i>	African	Female	Sensory	3 years
<i>Participant E</i>	White	Male	Physical	25 years
<i>Participant F</i>	African	Male	Sensory	4 years
<i>Participant G</i>	African	Female	Physical	14 years

Table 4.1 Demographical Information

Verbatim transcript interviews, attached in no particular order, as per Annexure “C”.

It should also be mentioned that none of the participants were in senior management positions whilst one participant was a middle manager within their organisations. Furthermore the majority of the participants (5/7 = 71, 4%) had more than five years’ experience in the Public Service. Both organisations are part of the Public Service in the economic, business and finance sector, and both are situated in Gauteng.

4.4 INTERVIEW RESPONSES

As mentioned in section 3.7, the researcher decided to use content analysis as the data analysis method in this study and, as also mentioned, content analysis is more than just counting words, although the reliance on coding and categorising of the data collected increases the value of content analysis. According to Neumann (2011:49), content analysis is “...research in which the content of a communication medium is systematically recorded and analysed.” Therefore, it basically means working through extensive amounts of data and extracting meaning from the data by grouping and interpreting the information. This coding process helped the researcher in identifying similar feelings and themes from the responses of participants. The coding, identifying of themes and categorising procedures will be discussed next.

4.4.1 INTERVIEW ANALYSIS

4.4.1.1 Coding process and inter-coder agreement

According to Neuman (2011:510) “*Qualitative research often involves the use of general ideas, themes, or concepts as tools for making generalizations.*” In view of this it is safe to assume that one needs to conceptualise the data you collected in order to identify these themes and categories. Neuman (2011:510) then defines codes as “... *tags or labels for assigning units of meaning to the descriptive or inferential information compiled during a study.*”

Neuman (2011:511) further alludes to the process of coding. Firstly, open coding entails that the researcher first looks at the collected data and identify themes that codes get assigned to and the themes are then used to condense the data into categories. Firstly, the researcher starts to break down masses of data collected into smaller parts (themes). The researcher is more focused on the coded themes that were identified in the first phase. These themes are then organised and linked together in order to identify analytical categories and divide the concepts into subcategories. This process is known as axial coding. Lastly, Neuman (2011:514) suggests that the researcher identify and link data that will support the categories and subcategories that were previously developed.

In this research study, the researcher accordingly identified the themes and then organised them into categories and subcategories, as will be discussed in the next section.

4.4.1.2 Data themes and categories

According to Rugg and Petre (2010:153) there are three ways in which a researcher can identify themes or categories. Firstly, the researcher can identify categories suggested in the existing literature, and therefore base it on previous studies or, secondly, the researcher can derive these categories from the research question set for the study. Lastly, the researcher can derive the categories from the data collected during the research study (Rugg and Petre, 2010:155). In this specific research study, the researcher realised that there is a dearth of previous studies conducted on the topic of the exposure of persons with disabilities to training and development opportunities; therefore the researcher excluded the use of the first option. The second option was used to some extent as the researcher was guided by the aim of the research, but the researcher saw fit to mainly use the third approach, and identified common themes and categories that participants mentioned in their interviews.

The following four main themes were identified:

- **Disability;**
- **Career advancement;**
- **Career development, and**
- **Affirmative action.**

All the categories and sub-categories identified under each of these themes will be discussed in table 4.2. In each category and sub-category the number of relevant responses by participants will be indicated as **N**. Also note that **no quotes will be allocated to a specific participant** (participant 1 or a). Due to the small group of participants in the sample group and the sensitivity of these issues this is in line with the approach described in sections 3.5 and 3.6. This is to guarantee anonymity and confidentiality.

Themes, categories and sub-categories emanating from the data analysis

<u>THEMES</u>			
1. DISABILITY	2. CAREER ADVANCEMENT	3. CAREER DEVELOPMENT	4. AFFIRMATIVE ACTION
<i>CATEGORIES AND SUB-CATEGORIES PER THEME</i>			
Category 1.1	Category 2.1	Category 3.1	Category 4.1
<u>Physical Disability</u>	<u>Service Record</u>	<u>Training and Development</u>	<u>Equal Treatment</u>
Sub-category 1.1.1 Hemiplegia	Sub-category 2.1.1 Less than 5 years	Sub-category 3.1.1 Work-related training	Sub-category 4.1.1 Equal treatment
Sub-category 1.1.2 Stroke	Sub-category 2.1.2 5 – 10 years	Sub-category 3.1.2 General training	Sub-category 4.1.2 Unequal treatment
Sub-category 1.1.3 Post–Polio Paralysis	Sub-category 2.1.3 More than 10 years	Sub-category 3.1.3 Promotional training	
Sub-category 1.1.4 Skeletal Impairments		Sub-category 3.1.4 Nominations for training	
Category 1.2	Category 2.2	Category 3.2	Category 4.2
<u>Sensory Disability</u>	<u>Promotion</u>	<u>Emotions on developmental opportunities</u>	<u>Accommodation</u>
Sub-category 1.2.1	Sub-category 2.2.1	Sub-category 3.2.1	Sub-category 4.2.1

THEMES			
1. DISABILITY	2. CAREER ADVANCEMENT	3. CAREER DEVELOPMENT	4. AFFIRMATIVE ACTION
<i>CATEGORIES AND SUB-CATEGORIES PER THEME</i>			
Albinism Sub-category 1.2.2 Visually Impaired	Rank Promotion Sub-category 2.2.2 Post Promotion Sub-category 2.2.3 No Promotion	Positive Sub-category 3.2.2 Negative Sub-category 3.2.3 Neutral Sub-category 3.2.4 Nominations for training	Accessibility of the Workplace / Training Opportunities Sub-category 4.2.2 Disability Sensitisation
-	-	Category 3.3	-
-	-	<u>Education Opportunities</u>	-

Table 4.2 Themes, categories and sub-categories

4.4.1.3. Interview data analysis discussion

The data collected in this research study during the interviews with the individual participants, were analysed to identify certain trends and themes. In an effort to verify the information through triangulation as discussed in section 3.4.1, the findings were compared with the statistics in the WSP and ATR reports, compiled by **the dti** and **CIPRO**. Christensen *et al* (2011:53) also indicate that, through the use of different data sources, methods of conducting the research and even different observers or interviewers, researchers can verify and double-check their research findings and conclusions. The data will now be discussed in terms of the identified themes, categories and subcategories, supported by direct quotes from the interviews.

THEME ONE Disability

The first theme that was identified was on the issue of disability. Disability is a very broad term for a number of different types and categories as discussed in section 2.2.2. The researcher found that disability is conceptualised as being a multi-dimensional experience for the person involved. There may be negative effects on organs or body parts as well as

a person's daily participation in areas of life. Correspondingly, three dimensions of disability are recognized (WHO, 2011) in the ICF — ICF refers to The International Classification of Functioning, Disability and Health, a classification of health and health-related domains: body structure and function (and impairment thereof), activity (and activity restrictions) and participation (and participation restrictions). The classification also recognizes the role of physical and social environmental factors in affecting disability outcomes (WHO, 2011).

THEME 1	Categories	Sub-categories	N
Disability	Physical disability	Hemiplegia	1
		Stroke	1
		Post-Polio Paralysis	2
		Skeletal impairments	1
	Sensory disability	Albinism	1
		Visually impaired	1

Table 4.3 THEME 1 – Disability

Disability can be defined as *“The loss or elimination of opportunities to take part in the life of the community equitably with others that is encountered by persons having physical, sensory, psychological, developmental, learning, neurological, or other impairments, which may be permanent, temporary, or episodic in nature, thereby causing activity limitations and participation restriction with the mainstream society. These barriers may be due to economic, physical, social, attitudinal and/or cultural factors”*. — JobAccess Strategic framework, (SA, 2008a:16)

A disability is a condition or function judged to be significantly impaired relative to the usual standard of an individual or group. The term is used to encompass a range of conditions, including physical impairment, sensory impairment, cognitive impairment, intellectual impairment (mental illness) and various types of chronic disease (Disabled World, 2011).

Disability was identified as theme one with categories of physical and sensory disability.

Category 1.1: Physical Disability

THEME 1	Categories	Sub-categories	N
Disability	Physical Disability	➤ Hemiplegia	1
		➤ Stroke	1
		➤ Post-Polio Paralysis	2
		➤ Skeletal impairments	1

Table 4.3.1 Category 1.1

In this specific study the majority (five) of the participants had physical disabilities. As mentioned in section 2.2.2, physical impairments generally include different physical disabilities which could be hereditary or due to age or an accident and can include:

- upper limb(s) disability;
- lower limb(s) disability;
- manual dexterity disability, and
- disability in co-ordination affecting different organs of the body.

The physical disabilities encountered in this study can be sub-categorised as follows:

Sub-category 1.1.1: Hemiplegia

Hemiplegia specifically refers to impaired muscle movements to one side of the body. According to Wikipedia (2011), hemiplegia is a type of cerebral palsy — which, according to the Wu Stem Cells Medical Centre (2011), is caused by non-progressive brain damage which occurs before birth, or just after birth, within the first month. The brain's motor control centres are damaged, which leads to underdeveloped movement as well as an abnormal posture.

A participant in this study indicated loss of his left side since birth:

“Ek is wat hulle noem 'n linker spastiese hemipleeg” (“I’m what is known as a left spastic hemiplegic.”)

Sub-category 1.1.2: Stroke

According to Simpson College (2011) two types of trauma can lead to brain injuries, namely external damage caused by hitting the head or suffering from an accident or fall, and internal damage such as strokes or even brain tumours.

One of the participants has lost the use of her right arm due to a stroke:

“My left arm is not working at the moment ... due to a stroke; I have recovered partially on my left leg.”

Sub-category 1.1.3: Post-Polio Paralysis

According to the World Health Organisation (WHO, 2011) polio is caused by a virus which affects the nervous system and can lead to paralysis. Two participants in this study suffered from impairments caused by polio:

“I had polio in my left leg”.

And,

“...’n arm wat gedeeltelik verlam is nadat ek polio gehad het” (“...an arm that is partially paralysed due to polio”

Sub-category 1.1.4: Skeletal impairments Any impairment which limits the physical function of limbs or fine or gross motor ability is a physical disability.

“I’m vertically challenged, bone deficiency disorder.”

Category 2: Sensory disability

THEME 1	Categories	Sub-categories	N
Disability	<i>Sensory disability</i>	➤ Albinism	1
		➤ Visually impaired	1

Table 4.3.2 Category 1.2

Sensory disability is impairment of one of the senses. The term is used primarily to refer to vision and hearing impairment, but other senses can also be impaired. Erickson and Lee (2008:1) define a sensory impaired person as someone that has any of the long-lasting conditions such as blindness, deafness, or a severe vision or hearing impairment.

Two of the seven participants in this study had sensory disabilities which were sub-categorised as follow.

Sub-category 1.2.1 Albinism

- visually impaired/albinism

One participant indicated,

“It’s visually impaired or albinism “.

Sub-category 1.2.2 Visual impaired

- left eye is blind

One participant indicated,

“One of my eyes is blind, one left eye is blind.”

THEME TWO Career Advancement

The second theme that was identified refers to career advancement opportunities of the different participants. According to McKay (2011) career advancement “...encompasses everything you do from the time you begin your career to the time you retire. Advancement for some people means climbing the corporate ladder until you reach the executive suite. For others it means doing a great job and being recognized for it.”

The data collected during the interviews will now be discussed under the categories and sub-categories identified for this theme:

THEME 2	Categories	Subcategories	N
Career Advancement	1. Service record	➤ Less than 5 years	2
		➤ 5 to 10 years	1
		➤ More than 10 years	4
	2. Promotion	➤ Rank promotions	4
➤ Post promotions		2	
➤ No promotions		4	

Table 4.4 THEME 2 – Career advancement

Category 2.1 Service record

THEME 2	Categories	Subcategories	N
Career advancement	1. Service record	➤ Less than 5 years	2
		➤ 5 to 10 years	1
		➤ More than 10 years	4

Table 4.4.1 Category 2.1

According to Wikipedia (2011) “A service record is a collection of either electronic or printed material which provides a documentary history of a person's activities and accomplishments while serving as a member of a given organization. Service records are most often associated with the military, but are commonly found in other groups, such as large corporations or for use by employees of a civilian government.”

Service records were included in this research study as part of the demographics of the group interviewed, and also to compare the number of training and development and/or promotional opportunities they were exposed to with the years of service of each participant.

Sub-category 2.1.1: Less than five years' service

Two participants indicated that they had less than five years' service in the Public Service; one of them was an intern:

"Yes, I've been a, currently I'm an intern, I've been an intern in the Department of Provincial and Local Government, now Corporate Government and traditional affairs since 2007 and 2008. I then was busy doing my honours degree with the University of"

The other participant was permanently employed:

"3 years, 3 years, 3 years 4 months."

Sub-category 2.1.2: Five to ten years

In this sub-category there was one participant who indicated five years of service in the Public Service. This specific participant was initially a temporary employee under contract before receiving a permanent appointment in the Department. Regarding different types of employment, the Public Service Regulations, Part VII, B.1 (SA, 2001a) state the following:

"An executing authority:-

(a) may appoint employees on a permanent or temporary basis, either full-time or part-time;

(b) may, where the employment is temporary, appoint an employee under a special contract, on a casual basis or on a sessional basis;"

Regarding employment this participant made the following comment:

"Eeeh, I spend two years on contract and this is my third year on permanent employment, which makes it, which makes it a total of five years."

Sub-category 2.1.3: More than ten years

Four participants indicated that they had more than five years of service in the Public Service.

Firstly a participant indicated:

*"1998, the 5th of September 1998. Not with **the dti** initially in the library. For about 4 years."*

Another responded with:

“In 1985 in Department of Education.”

The third one, with more than ten years experiences, indicated that:

“In the public service it’s been long. Since 2000, ehh since 1996. For plus minus 7 years”.

The last participant in this sub-category responded that:

“I joined the public service on 1st of... 5th of January ... 8th of January 1985 and I’ve been only with CIPRO”.

Category 2.2: Promotion

THEME 2	Categories	Subcategories	N
Career advancement	Promotion	Rank promotions	4
		Post promotions	2
		No promotions	4

Table 4.4.2 Category 2.2

Promotion seems to be a problem with most of the participants. Heathfield (2011:1) views promotion as follows: *“The advancement of an employee from one job position to another job position that has a higher salary range, a higher level job title, and, often, more and higher level job responsibilities, is called a promotion. Sometimes a promotion results in an employee taking on responsibility for managing or overseeing the work of other employees. Decision making authority tends to rise with a promotion as well.”*

Although the majority of the participants were promoted during their career in the Public Service, it was clear from their reactions that it was not always a positive and motivating experience.

One participant indicated that,

“ I came as a Personal Assistant to the Chief Director and he got a promotion, him, the very same guy got a promotion to DDG. Then, ok, before he was not willing to promote me because he thought I would not manage to work properly to be an executive assistant. He was not really, ehh, happy before but then eventually I got promoted. ”

While another participant felt that,

“ ... the fear is the moment that they develop you then there is a question of losing you or that it places you in a position that they can maybe not even afford, it's not due to monetary restraints, it's the keeping me down, the pulling down syndrome.”

Sub-category 2.2.1: Rank promotion

Initially the Public Service had rank and leg promotions, automatically promoting employees after a predetermined period of service and satisfactory performance. This was, however, cancelled due to the increased costs of these automatic promotions (SA, 2001a:54).

Most of the participants felt that their promotions were due to these automatic rank promotions in line with the promotional policy in the Public Service before 2001:

“Yes, initially through rank promotions.”

and were not due to the training and development they received in the workplace:

“... not any that would make me promotable”.

And,

“... but none of this training contributed to my career advancement or would assist me in obtaining promotion.”

Or it was due to their own effort and pursuance of education outside the Public Service:

“... yes promotion, in the past we use to stay for three years then you got promoted, then 3 years and you got promoted, to a certain stage you need to get promoted and the National Diploma helped me to apply for higher positions. It's then that I applied and got appointed at the dti as a Principle Personnel Officer then I moved to being a practitioner and the assistant director and then until now, currently I'm a Deputy Director.”

Furthermore, one of the participants indicated that he experienced problems with his automatic rank promotion that was the general practice in the Public Service before 2001,

“Rank promotion so after 4 years you automatically qualify. Which I did not, apparently to them at that stage, they did reimburse me about 5 or 6 years back pay at a later stage.”

Sub-category 2.2.2: Post promotion

After the cancellation of the leg and rank promotions in the Public Service, post promotions were introduced which, according to the Public Service Regulations amended in 2001, (SA, 2001:35) entails: *“An executing authority may promote an employee to a vacant post on the approved establishment of the department if sufficiently budgeted funds, including funds for the remaining period of the relevant medium-term expenditure framework are available for filling the vacancy; and the vacancy has been advertised and the candidate selected in accordance with regulations...”*

These were the grounds for some participant responses such as:

*“... yes promotion, in the past we use to stay for three years the you got promoted, then 3 years and you got promoted, to a certain stage you need to get promoted and the National Diploma helped me to apply for higher positions. It's then that I applied and got appointed at **the dti** as a Principle Personnel Officer then I moved to being a practitioner and the assistant director and then until now, currently I'm a Deputy Director.”*

And,

“I've been in the library and then I applied for this job, so yes it was a promotion”.

However, in some cases even post promotion was not without problems,

“I came as a, I came as a Personal assistant to the Chief Director and he got a promotion, him, the very same guy got a promotion to DDG. Then, ok, before he was not willing to promote me because he thought I would not manage to work properly to be an executive assistant. He was not really, ehh, happy before but then eventually I got promoted as an executive assistant, that's assistant director level, level 9.”

Sub-category 2.2.3: No promotions

Some participants have not yet been promoted due to the fact that they were still part of an internship programme:

“No I'm still an intern”

Others thought that the chance for promotion in the Public Service was very low,

*“It's difficult in the public services since in the Public Service there is no thing called that promotion, you apply somewhere, you get something out there. That why, for that I say it's almost 50/50. In a department, in **CIPRO** there is probably little opportunity to get promoted to a certain level.”*

Or,

“... no, the chances even the chances are very slim that I can be promoted.”

And,

“... the fear is the moment that they develop you then there is a question of losing you or that it places you in a position that they can maybe not even afford, it’s not due to monetary restraints, it’s the keeping me down, the pulling down syndrome.”

These responses showed that some of the participants felt that they experienced problems during their attempts to get promoted due to the perceptions or attitudes of others towards their ability or potential to advance to a next level. This shows that what Lagadien (1993:1), had already noticed in 1993 — the fact that the attitudes of others are the biggest barrier to people with a disability — is still evident today. If society had an open mind towards persons with disabilities, not stereotyping them, many other barriers they face would not exist because the decision makers would consider their needs when drawing up policies and legislation.

THEME THREE Career Development

According to *Career Development Help* (2011), career development can be defined as the process that *“...involves managing your career either within or between organizations. It also includes learning new skills, and making improvements to help you in your career. Career development is an on-going, lifelong process to help you learn and achieve more in your career.”*

In this study career development as a theme includes the following categories and subcategories which will now be discussed in more detail:

THEME 3	Categories	Subcategories	N
Career development	Training and development opportunities	Work related training	7
		General training	3
		Promotional training	2
		Nominations for training	5
	Emotions on developmental opportunities	Positive	4
		Negative	5
		Neutral	1
	Tertiary education opportunities	Bursaries received	
		Own studies	2

Table 4.5 THEME 3 — career development

Category 3.1: Training and development opportunities

THEME 3	Categories	Subcategories	N
Career development	Training and development opportunities	Work-related training	7
		General training	3
		Promotional training	2
		Nominations for training	5

Table 4.5.1 Category 3.1

Karl (2010:1) is of the opinion that training and development opportunities can be defined as “...equipping people with new skills, knowledge, attitudes or experience which they are then able to apply to their workplace and career”. Therefore it is about helping people to do their work effectively even in a changing environment.

Sub-category 3.1.1: Work-related training

According to Jones, Kalmi and Kauhanen (2008:1) organisations can distinguish between “general and firm-specific workplace training”, of which the latter is training related to specific work found in an organisation, and to specific skills the employer may require from the specific employee to do the work in question (Jones *et al*, 2008:3).

On whether the training and development opportunities provided are work-related, participants mentioned that

*“I attended a number of good training. From, since I joined **CIPRO**, I got training. I got the skills I need”.*

And,

“... minute taking course and yes I can say it helped me a lot because in my division I have to take the minutes”.

Another participant made it clear that the training led to improved work performance:

“The performing of the duties are better since the training.”

However a participant mentioned that,

“So ek het gegaan omdat ek graag iets wil bywoon maar dit is glad nie van toepassing op, in die veld waar ek werk nie.” (“So, I went because I wanted like to attend but is not applicable to, in the field where I work.”)

And another participant indicated that,

“Definitely, definitely, they have basically exhausted but like I say, what they normally say is that they are not relevant to your position. And then they become tender.”

Also stressed by another participant:

“ ... if there is any special training that a person might be needing in respect of disabilities or I mean, I mean adjustment to day-to-day training then the hiccups that we come around is that it’s not relevant to your job specifications.”

And,

*“... since, while, while I am here at **CIPRO**, my job is only specializing on one component of it which, maybe you focus on 2% of what you’re supposed to do and the 90% on whatever. In the end it’s a little frustrating if you do so much for something and in the end you cannot perform it.”*

Sub-category 3.1.2: General training

Here general training refers to training that is not related to a specific post or position. According to Jones *et al* (2008:2) general training will be of the same value for an employee in different organisations and positions as formal organised work-related training.

Ngwena (2004:170) indicated that both the stereotyping of persons with disabilities by their employers who consider persons with disabilities as incompetent, and their low levels of education and skills development hinder their entrance into and growth within the labour market. Therefore developing people only by means of low-level, repetitive training as mentioned by participants in this study will serve no purpose in preparing them for better careers. This was supported by three participants who mentioned their frustration because many of the courses offered to them, are general, repetitive or at entry level:

“ ... and the only problem, which is only computer literacy irrespective of the special needs of the individual but for the past three years since I was here it’s only a repetition of it.”

This was confirmed by a second and third participant:

“...now a days you know that a person needs to be computer literate to fit into ehh, to fit into the developments of technological advancement but if you keep on doing entry course, entry course all the way it does not serve a purpose.”

And,

“... normally what happens and what I see is general training which is repetitive all the years.”

Sub-category 3.1.3: Promotional training

As discussed in category 2.2, identified above, Heathfield (2011:1) indicated that promotions entail gaining seniority often associated with more tasks and higher responsibilities. Reference was made to this twice during the interviews:

“...general management skills as this course was aimed at preparing MMS members to be SMS members.”

And,

“Definitely, because one needs to know all the management styles to become a manager. I need to know it if I want to apply for more senior positions”.

Sub-category 3.1.4: Nominations for training

Concerning the question whether the training was attended as a result of being nominated by a supervisor or manager, or at their own initiative, various participants mentioned that it was at their own request:

“... out of my own request but ... and sometimes its derived from the human eeh the eehh human resource the HRD, the human resource development.” ;

“I initiated it”

And,

“Most of them were on my request although some of them I was nominated”.

Another participant indicated that he only attended management training:

“... a result of my persistence”.

As part of the Public Service performance management system, employees identify their training needs in line with their performance gaps and career aspirations:

“...in terms of our personal development we need to identify the courses that we need, we need to put ourselves. So most of the courses I do choose myself but then it's up to my manager to approve it or not.”

Category 3.2: Emotions on developmental opportunities

THEME 3	Categories	Subcategories	N
Career development	Emotions on developmental opportunities	Positive	4
		Negative	5
		Neutral	1

Table 4.5.2 Category 3.2

Barsade and Gibson (2007:36) postulate that emotions do not only lead to motivation in the workplace but also sustain it.

Sub-category 3.2.1: Positive responses

According to Barsade and Gibson (2007:37) positive emotions occur when a person experiences a high level of “pleasantness” also resulting in higher energy levels. Therefore, if a person enjoys an activity and approaches it energetically, it will lead to positive feelings and emotions about the activity or experience (Barsade & Gibson, 2007:40).

On whether the participants experienced the training and development opportunities as positive or negative one participant felt that,

“For the past 10 years or so there was no support given to people with disabilities. Only now recently that they started giving support ... for the past 2 years there is support for people with disabilities.”

While another participant made it clear that,

“They are trying, they are really trying, it’s just that I don’t think that they know exactly, they are still not organized to prioritise people with disability, but they are still trying.”

A participant also indicated,

“The facilitator was excellent.”

And another indicated that,

“Maar ja mens leer altyd iets deur ‘n kursus, so kursus bywoning is goed.”
(“But you always learn something through a course, course attendance is so good”).

Sub-category 3.2.2: Negative responses

Barsade and Gibson (2007:37) propose that negative emotions happen when a person experiences a low level of “*pleasantness*”, also resulting in a lack of energy. Therefore if a person does not enjoy an activity and approaches it without drive or energy, the person is experiencing negative emotions about the activity or experience (Barsade & Gibson, 2007:41).

However other participants made more negative remarks like,

“It’s just window dressing style”

And another,

*“... yes they provide training to **dti** employees. The only problem for me I can say is that even though on their forms they say identify if you need something for your disability but when you go there and attend the training they don’t make sure they accommodate like I say I need a large print but when I go there theirs only normal print, not accommodating if they say so.”*

Furthermore another participant indicated that,

*“I think the trust is also something. If someone can trust you that you can do the job then its better. **CIPRO** gets consultants from outside to do something, you are not given that opportunity as an individual to prove yourselves and at the end of the day you feel that as an individual in **CIPRO** you are undermined at the end of the day.”*

And another,

“To be very frank with you it’s very difficult and it’s just that ehh I’m, I’m suffering of fear holding me, if I was strong enough, even if I could not be having financial restraints, I could have left, to the, to where ever I don’t know. What I’m seeing here even if I stay is that there is no growth, I will leave here, go to position in the position I am in.”

And even that,

“... the enforcement of the employment equity act as by the Department of Labour, I see it as a, some kind of a, let me say askew, It’s just letting people know that it does exist but the actual implementation of it, this is including the act, is not happening, therefore in whatever level or whatever way, if there could be anyway where this people can be consiencetised that these people living with disabilities are real people and these people need real attention including skills, ehh, including their development, then I think that will be best.”

Sub-category 3.2.3: Neutral responses

One participant did not seem very emotive on this issue and remarked,

“so far so good. I didn’t experience any problem whatever that I ask for I get a assistance.”

Category 3.3: Tertiary education opportunities

THEME 3	Categories	Subcategories	N
Career development	Tertiary education opportunities	Bursaries received	0
		Own studies	2

Table 4.5.3 Category 3.3

Lastly, it is important to look at tertiary or further formal education opportunities offered because, as discussed in section 2.5.2 of chapter 2, only 3% of persons with disabilities in South Africa have tertiary qualifications (SA, 2001b:13).

On the availability of tertiary education opportunities, one participant remarked:

“no real specific encouragement as to study”

while two other participants indicated that they completed their tertiary education on their own,

“... yes promotion, in the past we use to stay for three years the you got promoted, then 3 years and you got promoted, to a certain stage you need to get promoted and the National Diploma helped me to apply for higher positions.”

THEME FOUR Affirmative Action

The last theme that was identified in this study refers to affirmative action in terms of disability. The Employment Equity (EE) Act, Act 55 of 1998 (SA, 1998a:11) defines affirmative action measures as *“...measures designed to ensure that suitably qualified people from designated groups have equal employment opportunities and are equitably represented in all occupational categories and levels in the workforce of a designated employer.”* The Act defines designated groups as *“...black people, women and people with disabilities”* (SA, 1998a:5).

In this study affirmative action includes the following categories and subcategories which will be discussed in more detail:

THEME 4	Categories	Subcategories	N
Affirmative Action	Equality	Equal treatment	2
		Unequal treatment	5
	Reasonable accommodation	Accessibility of training opportunities	4
		Accessibility to the office buildings	2
Disability sensitisation		2	

Table 4.6 THEME 4 – Affirmative action

Category 4.1: Equality

THEME 4	Categories	Subcategories	N
Affirmative Action	Equality	Equal treatment	2
		Unequal treatment	5

Table 4.6.1 Category 4.1

The Employment Equity (EE) Act, Act 55 of 1998 (SA, 1998a:11) also specifies the measures which a designated employer should take in order to implement affirmative action measures in the workplace. These are:

- a. *“measures to identify and eliminate employment barriers, including unfair discrimination, which adversely affect people from designated groups;*
- b. *measures designed to further diversity in the workplace based on equal dignity and respect of all people;*
- c. *making reasonable accommodation for people from designated groups in order to ensure that they enjoy equal opportunities and are equitably represented in the workforce of a designated employer;*
- d. *subject to subsection (3), measures to--*
 - i. *ensure the equitable representation of suitably qualified people from designated groups in all occupational categories and levels in the workforce; and*
 - ii. *retain and develop people from designated groups and to implement appropriate training measures, including measures in terms of an Act of Parliament providing for skills development.” (SA, 1998a:11)*

The Constitution of the Republic of South Africa, Act 108 of 1996, aims at ensuring the rights of all South Africans in a democratic dispensation. According to the Constitution, the values of a democracy include dignity, freedom and equality. The Constitution makes the following determinations about equality:

- “(1) Everyone is equal before the law and has the right to equal protection and benefit of the law.*
- (2) Equality includes the full and equal enjoyment of all rights and freedoms. To promote the achievement of equality, legislative and other measures designed to protect or advance persons, or categories of persons, disadvantaged by unfair discrimination may be taken.*
- (3) The state may not unfairly discriminate directly or indirectly against anyone on one or more grounds, including race, gender, sex, pregnancy, marital status, ethnic or social origin, colour, sexual orientation, age, **disability**, religion, conscience, belief, culture, language and birth.*
- (4) No person may unfairly discriminate directly or indirectly against anyone on one or more grounds in terms of subsection (3). National legislation must be enacted to prevent or prohibit unfair discrimination.*
- (5) Discrimination on one or more of the grounds listed in subsection (3) is unfair unless it is established that the discrimination is fair.”*

Sub-category 4.1.1: Equal treatment

The Promotion of Equality and Prevention of Unfair Discrimination Act, Act 4 of 2000 (SA, 2000:3), defines equality as “...*the full and equal enjoyment of rights and freedoms as contemplated in the Constitution and includes de jure and de facto equality and also equality in terms of outcomes.*”

There were some positive responses on the question of equality in **the dti**, such as

“The dti is doing by all means to accommodate everyone and not because they want to reach their number, but because of my qualification and the input and the experience that I can provide for the Department as compared to other Departments”

And,

“...ek dink hulle gee gelyke kanse vir almal”. (“I think they provide equal opportunities for all”).

Sub-category 4.1.2: Unequal treatment (discrimination)The Promotion of Equality and Prevention of Unfair Discrimination Act, Act 4 of 2000 (SA, 2000:3) defines discrimination as “...any act or omission, including a policy, law, rule, practice, condition or situation which directly or indirectly-

- a) *imposes burdens, obligations or disadvantage on; or*
- b) *withholds benefits, opportunities or advantages from,*
- c) *any person on one or more of the prohibited grounds”*

However, there were also negative responses such as one participant referring to inequality between different public service departments:

“Not other getting that, sort of preferential treatment while that support is actually needed for you know that person cannot do this, why do you not give that person this support but I feel like someone who’s not in that situation does not know what the issues are, I feel like, I feel like it needs to change.”

And another participant observed,

“I’ve seen many people with disabilities because we differ with disabilities, so I must say they were undermined most of the time, and they were not recognised and they will say this is not for them, this is for us.”

Another participant indicated that,

“I’m not sure as whether they are aware of the employment equity act and of the goals in terms of arrangement, I mean in terms of reasonable accommodation issues for people with disabilities.”

In terms of equality in employment, there were also some concerns raised, for example

“...another thing is like you find that even the employment of the disabled people is not that percentage is still very low.”

And another participant indicated that

“... the enforcement of the employment equity act as by the Department of Labour, I see it as a, some kind of a, let me say askew, It’s just letting people know that it does exist but the actual implementation of it, this is including the act, is not happening, therefore in whatever level or whatever way, if there could be anyway where this people can be conscientised that these people living with disabilities are real people and these people need real attention including skills, ehh, including their development, then I think that will be best.”

This demonstrates that persons with disabilities still feel that they are not always treated equally in their workplace. Cassim (2005:3) mentioned that ensuring equality and democracy in the workplace is dependent on providing equal training and development, and career advancement opportunities, retaining persons with disability, and ensuring a generally healthy work environment for all employees.

Category 4.2: Reasonable accommodation

THEME 4	Categories	Subcategories	N
Affirmative Action	Reasonable accommodation	Accessibility of training opportunities	4
		Accessibility to the office buildings	2
		Disability sensitisation	2

Table 4.6.2 Category 4.2

The Technical Assistance Guide (TAG) (SA, 2003a:13) refers to the need for reasonable accommodation in order to reduce the impact of impairment or disability on employees with disabilities in the performance of the essential duties of their posts. It may include modifications to the workplace or the job, enabling the person with the disability to perform the work effectively. The workplace must also be made accessible to the person living with the disability. Physical barriers should therefore be removed and, where necessary, the relevant equipment and software should be made available. The Handbook on Reasonable Accommodation of persons with disabilities in the Public Service explains the concept of reasonable accommodation “...as measures taken to ensure that a person with a disability is able to discharge his/her function with minimal assistance. This could be through the re-assigning of some non-essential functions of a particular job to another official; the provision of assistive devices; the reshuffling of working hours, and / or making premises physically accessible.”

Sub-category 4.2.1: Accessibility of training opportunities

When considering accessibility to training courses, there were positive responses such as

“... so far so good. I didn't experience any problem whatever that I ask for I get an assistance.”

And,

"I can see that there is people that need more help. Fortunately from my side, I don't think there's too much things that I need for them to support me but some do."

However, this experience was not shared by all:

*"... yes they provide training to **the dti** employees. The only problem for me I can say is that even though on their forms they say identify if you need something for your disability but when you go there and attend the training they don't make sure they accommodate like I say I need a large print but when I go there theirs only normal print, not accommodating if they say so."*

And another participant responded that

"... in the division I think the accommodation is ok ... The only problem is only when it comes to the training."

Sub-category 4.2.2: Accessibility to the office buildings

During the interviews concerns were also raised about the general accessibility of **the dti** and **CIPRO** offices. One participant declared that

"... ek sukkel om deure oop en toe te kry want ons het vreeslike deure wat vreeslik moeilik oop en toe maak, dis swaar deure. So ek dink al het ek nie 'n probleem met my arm gehad nie ek sukkel nog steeds om daai deure oop te maak. Veral as jy iets vashou, en jy moet dan nog iets doen en jy moet 'n kaart swipe en die deur oopmaak , ek kan nie dit doen nie." ("... I have difficulty opening and closing doors due to the extreme doors that open and close with difficulty, it is heavy doors. Even if I did not have a problem with my arm I would still have a problem to open those doors. Especially if you are carrying something and have to do something else and also scan your access card and open the door, I can't do this.")

While another stated that for

"... a wheelchair user that the building was inaccessible to him."

In research conducted by Thomas (2003:6) she also found that disability is the employment equity aspect where there has been the least progress, little has been done to make structures and buildings more accessible or to understand the needs of persons with disabilities better.

Sub-category 4.2.3: Disability sensitisation

The Technical Assistance Guidelines on the employment of persons with disabilities (SA, 2003a:36) indicates that, after employing a person with a disability or after a current employee suffers a disability, the employer should train and advise both the employee and his/her colleagues in order to ensure that they all adjust as best as possible. The guide indicates that a sensitisation programme should:

- *“Through the process of adult education, interaction and group participation, raise awareness of disability.*
- *Sensitise co-workers to the type of disability and whether assistance should be provided.*
- *Equip able-bodied employees with the tools and skills to overcome attitudinal and communication barriers.*
- *Create an open environment to address and transform stereotypes and prejudices.*
- *Guarantee that enough knowledge is present in the organisation to allow everyone to communicate effectively and understand each other.” (TAG, 2003:39)*

The need for general awareness and sensitisation in terms of training and development interventions in the workplace as a whole was also stressed by participants in the interviews conducted for this research study.

“I think they still need to be better with the sensitisation workshop so they can know more about the needs of people with disabilities.”

And,

“ ... there is a need for people to be sensitized in respect of people with disability and reasonable accommodation for those people also in skills development because they need special attention and special skills to adapt to the work situation.”

Another participant responded that,

*“I think what **the dti** can do is, since the disability unit is already there, I think they should continue to consult with other academic institutions to recruit people with disabilities, those who are relevant to **the dti** and other organisations maybe they can assist, there are organisations that assist people with disabilities and they can also provide them with the information where they can find people who might not have the qualification but who can help them with regard to their businesses. I think that were they can find maybe more information.”*

4.5 RESEARCHER OBSERVATIONS

Although the researcher of this project did not directly observe the behaviour of the participants with disabilities when attending any training and development interventions, she did observe the participants during the interviews regarding their body language and facial expressions. As stated by Rugg and Petre (2010:110) observation can show you certain things without the use and limitations of language and it also allow you, the researcher, to make certain deductions by watching people's behaviours.

The researcher noted that, at the beginning of the interviews, the majority of the participants were reserved, uneasy and shy. Neuman (2011:343) acknowledges this as being part of the interview process and indicates that interviewers need to put participants at ease. They should "*reduce the embarrassment, fear and suspicion*" participants experience while they remain objective and neutral. In this research study this was even more understandable when considering that the topics under discussion, namely their disability and their experiences as a person with disability in terms of training and development opportunities, are very sensitive.

In order for the researcher to put the participants at ease, she introduced the study and the reasons for it first to their disability managers by letter. During the interviews the researcher also again tried to put all participants at ease by again explaining the reason for the interviews, the process to be followed as well as the confidentiality of the responses and that no person's name would be linked to a specific response. Participants were also given the opportunity to join the process voluntarily, to withdraw at any time, and to ask questions in order to address any uncertainty they experienced.

During the interviews, the researcher sensed that most of the participants still felt that trainers, employers and colleagues still need more sensitisation on disability issues and how to interact with persons living with disability:

"They are trying, they are really trying, it's just that I don't think that they know exactly, they are still not organized to prioritise people with disability, but they are still trying."

And

"... there is a need for people to be sensitized in respect of people with disability and reasonable accommodation for those people also in skills development because they need special attention and special skills to adapt to the work situation."

Furthermore, the researcher's general feeling was that employees living with disabilities in **the dti** experienced more support and assistance, especially in the past few years; while the attitude of **CIPRO** employees with disabilities was more negative and they felt that it was a "numbers game", or "window-dressing" ignoring the real needs of the individuals.

This observation is supported with the following quotes:

"The dti is doing by all means to accommodate everyone and not because they want to reach their number, but because of my qualification and the input and the experience that I can provide for the Department as compared to other Departments".

And

"I think the trust is also something. If someone can trust you that you can do the job then its better. CIPRO gets consultants from outside to do something, you are not given that opportunity as an individual to prove yourselves and at the end of the day you feel that as an individual in CIPRO you are undermined at the end of the day."

This trend is also reflected in the participants' attitudes towards promotion and career development as discussed in category 2.2 of theme two and theme three in this chapter. The participants working for **the dti** believe that promotion or career development is possible if you develop yourself further through training and development, while **CIPRO** participants felt that they had no or very little chance of career development and that, even if you do develop yourself further, you will only be given an opportunity to use the knowledge to a very limited extent. In general, the **CIPRO** employees were more negative on their development and career opportunities, while **the dti** employees were more positive only showing concern about accessibility issues.

The dti employees responded:

*"... yes promotion, in the past we use to stay for three years the you got promoted, then 3 years and you got promoted, to a certain stage you need to get promoted and the National Diploma helped me to apply for higher positions. It's then that I applied and got appointed at **the dti** as a Principle Personnel Officer then I moved to being a practitioner and the assistant director and then until now, currently I'm a Deputy Director." (dti employee)*

And

"yes they provide training to dti employees. The only problem for me I can say is that even though on their forms they say identify if you need something for your disability but when you go there and attend the training they don't make sure they

accommodate like I say I need a large print but when I go there theirs only normal print, not accommodating if they say so.” (dti employee)

CIPRO employees responded that,

*“It’s difficult in the public services since in the Public Service there is no thing called that promotion, you apply somewhere, you get something out there. That why, for that I say its almost 50/50. In a department, in **CIPRO** there is probably little opportunity to get promoted to a certain level.”*

As well as,

“... the fear is the moment that they develop you then there is a question of losing you or that it places you in a position that they can maybe not even afford, it’s not due to monetary restraints, it’s the keeping me down, the pulling down syndrome.”
(**CIPRO** employee)

And

“To be very frank with you it’s very difficult and it’s just that ehh I’m, I’m suffering of fear holding me, if I was strong enough, even if I could not be having financial restraints, I could have left, to the, to where ever I don’t know. What I’m seeing here even if I stay is that there is no growth, I will leave here, go to position in the position I am in.” (**CIPRO** employee)

4.6 DOCUMENT ANALYSIS

For Henning *et al* (2005:99) existing documents can be of great value during research studies and the researcher does not need to reconstruct these documents but can use them as is. Christensen *et al* (2011:60) define secondary data as “... *collection of data that were left behind or originally used for something different than the current research study*”. These authors (2011:61) also stress the value of these data sources to corroborate the primary data collected by a researcher through interviews, observations or other data collection methods.

The researcher of this study did not only conduct a literature review of relevant academic books and articles, policy documents, and legislation, but also made deductions from statistical training data as captured in the relevant Workplace Skills Plans (WSP) and Annual Training Reports (ATR) of **the dti** and **CIPRO**.

An analysis was conducted of the training statistics per job category available in these WSPs and ATRs on the number of persons with disabilities that took part in training and

development interventions in **the dti** and **CIPRO**. This served as secondary quantitative data which, through the process of triangulation, was used to verify the deductions made from the data collected during the semi-structured interviews conducted with the participants. Comparing the Annual Training Reports (ATRs) with the relevant Workplace Skills Plans (WSPs) also revealed to what extent the proposed training for persons with disabilities had been achieved.

Table 4.7 below provides a summary of the statistics reflected in the 2009 and 2010 Workplace Skills Plans and Annual Training Reports for both **the dti** and **CIPRO**.

	the dti			CIPRO		
	Staff Complement	Planned (WSP) (Multiple training per employee)	Actual (ATR) (Multiple training per employee)	Staff complement	Planned (WSP) (Multiple training per employee)	Actual (ATR) (Multiple training per employee)
2009						
Employees without disabilities	1079	2718	1105	447	273	246
% of full staff complement	n/a	252%	102%	n/a	61%	55%
Employees with disabilities	9	1	6	8	2	5
% of full staff complement	0.8%	0.09%	0.56%	1.79%	0.45%	1.12%
2010						
Employees without disabilities	1166	1135	1627	502	502	475
% of full staff complement	n/a	97.34%	139.5%	n/a	100%	94.6%
Employees with disabilities	21	21	0	11	2	2
% of full staff complement	1.80%	1.85%	0.00%	2.19%	0.40%	0.40%

Table 4.7 Training Statistics for the dti and CIPRO (2009/2010). (Derived from 2009 and 2010 WSPs and ATRs for **the dti** and **CIPRO**)

From the data above it is clear that in 2009 both **the dti** and **CIPRO** trained more staff with disabilities than they had planned. In 2010 **CIPRO** trained the same number of employees as planned while **the dti** trained none of the 21 persons with disabilities employed by them in 2010. The reports analysed do not reflect what training was given, or why a certain group was not trained. This contradicts the comments from participants where it was clear that **the dti** train staff with disabilities while **CIPRO** staff showed more negative attitudes.

*“...yes they provide training to **dti** employees. The only problem for me I can say is that even though on their forms they say identify if you need something for your disability but when you go there and attend the training they don't make sure they accommodate like I say I need a large print but when I go there there's only normal print, not accommodating if they say so”*

And

“... the fear is the moment that they develop you then there is a question of losing you or that it places you in a position that they can maybe not even afford, it's not due to monetary restraints, it's the keeping me down, the pulling down syndrome.” (CIPRO employee)

To ensure that the data collected during the interview were trustworthy and not the subjective opinions of the researcher, the data were supported by findings in the relevant WSPs and ATRs.

The analysed data from the WSPs and ATRs therefore do not tally with the comments made by the participants regarding the issue of not being exposed to equal training opportunities. As pointed out above and in section 4.4, more of **the dti** participants indicated that they experience that **the dti** expose them to training equally to their colleagues not living with disability, while this was not reflected in the annual training reports where the 2009 ATR indicates that only 0.56 employees with disabilities received training. Although this was more than the planned 0.09, it was still a very small percentage compared to the staff complement. In the 2010 ATR the situation was even worse as it was indicated that no **dti** employees (0.00%) with disabilities received training.

For **CIPRO** the 2009 ATR reflects that 1.12% employees with disabilities received training, compared to the 0.45% that was planned for. In 2010 the ATR reflected that only 0.40% of employees with disabilities were trained in line with the 0.40% planned for, although the number of employees with disabilities grew from 8 in 2009 to 11 in 2010 the percentage trained was less than half of that in 2009 (from 1.12 % in 2009 to 0.45% in 2010).

Furthermore, the researcher also analysed the annual training reports for 2009 and 2010, focusing on the training offered, performance rewards paid as well as promotions reported on. Table 4.8 reflects the relevant data:

	the dti				CIPRO			
	Staff complement	Training offered (Multiple training per employee)	Performance rewards paid out	Promotions	Staff complement	Training offered (Multiple training per employee)	Performance rewards paid out	Promotions
At 31 March 2009								
Number of permanent employees (Including pwd)	1007	1288	306	72	435	484	104	44
% of full staff complement (Including pwd)	n/a	127.90%	30.39%	7.15%	n/a	111.26%	23.90%	10.11%
Permanent employees with disabilities	9	7	2	Not specified	8	6	0	4
% of full staff complement	0.89%	0.54%	0.20%	---	1.84%	1.24%	0.00%	0.92%
At 31 March 2010								
Number of permanent employees (including pwd)	1184	1432	286	77	502	273	100	53
% of full staff complement (including pwd)	n/a	120.95%	24.16%	6.50%	n/a	54.38%	19.92%	10.56%
Permanent employees with disabilities	24	0	3	0	11	2	1	1
% of full staff complement	2.03%	0.00%	0.25%	0.00%	2.19%	0.40%	0.20%	0.20%

Table 4.8 Comparison of Training statistics for the dti and CIPRO for 2009/2010.
(Derived from 2009 and 2010 ATRs and annual reports for the dti and CIPRO)

The data above support the claims of employees that they are not promoted and see limited or no chance for promotion. The data for **the dti** show promotion rates of 7.15% and 6.50% respectively, which did not include any employees with a disability. **CIPRO** had promotion rates of 10.11% and 10.56% respectively, while the persons with disabilities who were promoted only reflected 0.92% and 0.20% respectively. The following quotes support this:

"I came as a, I came as a Personal assistant to the Chief Director and he got a promotion, him, the very same guy got a promotion to DDG. Then, ok, before he was not willing to promote me because he thought I would not manage to work properly to be an executive assistant. He was not really, ehh, happy before but then eventually I got promoted as an executive assistant, that's assistant director level, level 9." (dti employee)

And

*"It's difficult in the public services since in the Public Service there is no thing called that promotion, you apply somewhere, you get something out there. That why, for that I say its almost 50/50. In a department, in **CIPRO** there is probably little opportunity to get promoted to a certain level."*

Other quotes refer to

"... no, the chances even the chances are very slim that I can be promoted."

"... the fear is the moment that they develop you then there is a question of losing you or that it places you in a position that they can maybe not even afford, it's not due to monetary restraints, it's the keeping me down, the pulling down syndrome."

And

"To be very frank with you it's very difficult and it's just that ehh I'm, I'm suffering of fear holding me, if I was strong enough, even if I could not be having financial restraints, I could have left, to the, to where ever I don't know. What I'm seeing here even if I stay is that there is no growth, I will leave here, go to position in the position I am in."

Another participant indicated the following concerning the training received:

"...not any that would make me promotable".

The final view of the researcher, based on the statistics above, is that while employees with disabilities did receive training in 2009 and 2010 (except in **the dti** for 2010), and the percentage of persons with disabilities trained is still extremely low (between 0.00% and 1.24%). Looking at the performance rewards awarded and the number of persons with disabilities promoted in 2009 and 2010, the statistics are even lower (never even reaching 1.00%), which might be due to a lack of skills of those employees living with disabilities. This is supported by Karl (2010:1) who indicated that training and development opportunities are necessary to increase the competence of people in the workplace, benefitting both their current position and their career prospects.

4.7 CONCLUSION

In this chapter the results of the study in terms of all research objectives were presented and discussed. Data were presented for four themes, divided into categories and sub-categories. These were discussed and supported by relevant quotes from the interviews with the participants, and also theory from applicable sources. The results pertaining to the demographic data of participants were summarised in a table, while the results pertaining to the second part of the interview, which are more interpretive in nature, were discussed in more detail also reflecting clearly the data analysis process followed.

In the next chapter findings, shortcomings of the study (if any) and recommendations for future research will be discussed.

CHAPTER 5

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

In Chapter 4 the data collected during the interviews with the participants were coded into themes, categories and sub-categories. In this chapter the findings will be discussed based on the data collected, as well as any recommendations to improve the exposure of persons living with disabilities to training and development opportunities in **the dti** and **CIPRO**.

5.2 LITERATURE REVIEW

In Chapter 2 an in depth literature review on the status of persons with disabilities in the training and development field as well as in the workplace was discussed. Chapter 2 also clarified the term disability by looking at various definitions in section 2.2.1, then also looking at the different types of disabilities in section 2.2.2 and the causes of disability in section 2.2.3.

This literature review aimed to create a greater understanding of what disability entails and also found that in many regards persons with disabilities still face discrimination and barriers in the workplace and broader society, when compared to their counterparts not living with disability. Furthermore, the literature review also explained the terms *education*, *training* and *development* as well as the status of disability in terms of education and employment (sections 2.5.1 and 2.5.2 *supra*).

5.3 QUALITATIVE DATA ANALYSIS

As discussed in chapter 3, section 3.4.1, triangulation ensures more valid and trustworthy data. Christensen *et al* (2011:53) indicate that through the use of different data sources, methods of conducting the research and even different observers or interviewers, researchers can verify and double-check their research findings and conclusions. This is also supported by Neumann (2011:164) who stresses the value of different perspectives in an effort to ensure more credible data and findings.

The data collected during the interviews with the staff with disabilities in **the dti** and **CIPRO** were analysed to identify trends in an effort to find an answer to the research questions. The data collected during the interviews with the participants, were coded and categorised into themes and categories to assist in identifying these trends.

Therefore, in this study the researcher attempted triangulation to assure threefold reliability and validity to answer the research question either to prove or negate the research questions set. By combining the different research methods and data sources, the researcher aimed to overcome the weakness or intrinsic biases and the problems that come from single-method, single-observer and single-theory studies (Neumann, 2011:165).

This was done by using the

- data collected and interpreted during the interviews;
- data collected and interpreted during the literature review;
- data of the statistics collected in the annual reports, ATRs and WSPs, and
- data collected through observations made during the interviews.

The data collected during the interviews with the staff with disabilities were analysed to identify trends in an effort to find answers to the research questions. This data were then categorised into themes and categories which will now form the bases of the discussion of the findings and conclusions made. The statistics collected through the Annual Training Reports (ATR) were analysed to determine what percentage of staff trained are persons with disabilities. This was compared with the relevant Workplace Skills Plans (WSP) to determine if all planned training interventions for the employees with disabilities were actually conducted. Furthermore, this was compared with the responses of the interview participants and the training and development opportunities they were exposed to.

5.4 FINDINGS

According to Neumann (2011:550) it is more difficult to report on qualitative research than quantitative research because more data of a less structured fashion were collected. According to Neumann (2011:551) the qualitative researcher also tries to gain the sympathy and consideration of the readers of the research report and findings. Furthermore, Neuman (2011: 564) also stresses that, although the aim of research is to gain and dispense new knowledge, the researcher sometimes only reports the positive findings or delays the publication of negative findings. This is often due to influence of companies involved or other powerful stakeholders and according to Neumann (2011:566) researchers should take cognisance of this in order to ensure the fair and just reporting of all findings.

According to according to Neuman (2011:567) research findings can be seen can be seen as a summary of the information collected on which the interpretation will then be based.

The research findings were made and compared to identify correlations and repetitive trends as per the themes and categories identified during the data analysis. As mentioned in chapter 4, certain themes and categories were identified. (Refer to table 4.2)

The different findings made per theme and category will now be discussed in more detail. To clarify the findings as best as possible some findings will be discussed in the form of a summarising paragraph as for theme 1 and 2, or additional data collections may be used as for theme 3 and 4.

5.4.1 THEME 1 Disability

THEME 1	Categories	Sub-categories	N
Disability	1.Physical disability	➤ Hemiplegia ➤ Stroke ➤ Post-Polio Paralysis ➤ Skeletal impairments	1 1 2 1
	2.Sensory disability	➤ Albinism ➤ Visual impairment	1 1

Table 5.2 Theme 1 – disability

After considering the types of disabilities represented by the participants, it is reassuring to see that a wide range of disabilities are represented. However, workplaces should also become accessible to people who might need special accommodation including wheelchair users and people who are blind or deaf. Companies able to employ persons with disabilities will be able to accommodate “customers” with disabilities.

5.4.2 THEME 2 Career Advancement

THEME 2	Categories	Subcategories	N
Career advancement	1. Service record	➤ Less than 5 years ➤ 5 to 10 years ➤ More than 10 years	2 1 4
	2. Promotion	➤ Rank promotions ➤ Post promotions ➤ No promotions	4 2 4

Table 5.3 Theme 2 - Career advancement

Category 2.1 - Service record

After considering the service records of the participants, it is clear that the majority of the participants have been in service for five years or more, while only two people have been appointed recently. This raises concerns that no real efforts are currently made to employ more persons with disabilities in an effort to reach the two percent target set by the *White Paper on Affirmative Action* (SA, 1998b:6) discussed in section 2.3 of this study.

Category 2.2 — Promotion

Sub-category 2.2.1

➤ Rank Promotion

- ❖ four participants received automatic rank promotions – not due to ETD

Sub-category 2.2.2

➤ Post promotions

- ❖ One candidate felt disability held her back in her career
- ❖ **CIPRO** does not develop persons with disabilities in fear of losing them to promotions to other employers/departments
- ❖ Promotion opportunities exist only externally

Sub-category 2.2.3

➤ No Promotion

- ❖ Some candidates have not yet been promoted and negative perceptions about the chances of being promoted especially in **CIPRO** were raised.

5.4.3 THEME 3 - Career Development

THEME 3	Categories	Subcategories	N
Career development	Training and development opportunities	Work-related training	7
		General training	3
		Promotional training	2
		Nominations for training	5
	Emotions on developmental opportunities	Positive	4
		Negative	5
		Neutral	1
Tertiary education opportunities	Bursaries received	0	
	Own studies	2	

Table 5.4 Theme 3 – Career development

Category 3.1 - Training and development opportunities

Sub-category 3.1.1

- Work-related training
 - ❖ Work-related and management training improves career development opportunities and is valuable to both employees and organisations

Sub-category 3.1.2

- General training.
 - ❖ Repetitive, low skill training only to meet numbers in terms of legislation, adds no skills and does not increase productivity

Sub-category 3.1.3

- Promotional training
 - ❖ None of the candidates indicated that the training they attended led to career development; they were rather promoted due to their own education efforts outside the workplace (two candidates)

Sub-category 3.1.4

- Nominations for training
 - ❖ Attended training mainly through own initiative
 - ❖ Some training attended as part of policy requirements (Performance Management/ Skills Development)
 - ❖ No formal mention of career planning was made

Category 3.2 - Emotions on developmental opportunities

Sub-category 3.2.1

- Positive

Value to the organisation:

- ❖ Skilled staff leads to higher productivity (ROI)
- ❖ Increased productivity leads to economic growth of the organisation
- ❖ Good facilitators encourage learning
- ❖ Skilled staff are more positive

Value to the individual:

- ❖ Increased skills lead to personal growth
- ❖ Higher skills levels increase monetary bargaining power
- ❖ Work-related and management training improves career development opportunities valuable to individual and organisation

Value to the country/ society:

- ❖ More productive staff leads to more productive organisations contributing to the economic growth of the country
- ❖ one staff member trained in critical skills identified for sector.

Sub-category 3.2.2

➤ Negative

Value to the organisation:

- ❖ Repetitive, low skill training only to meet numbers in terms of legislation, adds no skills and does not increase productivity
- ❖ Not encouraging staff to attend training hinders development/skills levels

Value to the individual:

- ❖ Repetitive/basic training is demoralising to individual
- ❖ Not accommodating disabilities of the individual, counters the value of the training
- ❖ Individual skills/knowledge questioned (skills not used, making the individual feel unvalued)

Value to the country/society:

- ❖ Not meeting personal developmental needs/ work-related needs means that economic growth of the organisation and the country is disrupted.

Sub-category 3.2.3

➤ Neutral

- ❖ Only one participant showed no emotion on this issue

Category 3.3 - Tertiary education opportunities

- ❖ Those who obtained tertiary qualifications did so through their own efforts.

5.4.4 THEME 4 AFFIRMATIVE ACTION

THEME 4	Categories	Subcategories	N
Affirmative Action	Equality	Equal treatment	2
		Unequal treatment	5
	Reasonable accommodation	Accessibility of training opportunities	4
		Accessibility to the office buildings	2
		Disability Sensitisation	2

Table 5.5 Theme 4 — affirmative action

Category 4.1: Equality

Sub-category 4.1.1

➤ Equal treatment

- ❖ Equality experienced in **the dti**

Sub-category 4.1.2

➤ Unequal treatment

Equality vs. discrimination:

- ❖ Equality experienced in **the dti** but not in **CIPRO**
- ❖ Equality attained through “fighting for rights”
- ❖ Different standards/treatment for persons with disabilities

Importance of disability:

- ❖ Disability not seen as a priority
- ❖ Needs of persons with disability are not recognised

Statutory requirements:

- ❖ Appointing or training of persons with disabilities is a “numbers game” in **CIPRO**
- ❖ Employment Equity Act is not adhered to in reaching employment equity targets

Category 4.2: Reasonable accommodation

Sub-category 4.2.1

➤ Accessibility of training opportunities

- ❖ Assistance/some support is available if requested
- ❖ Physical accessibility to training interventions/workplace is a problem
- ❖ Special requirements are problematic during training
- ❖ Accessibility in terms of assistive devices is problematic/ Reasonable accommodation is lacking/non-existent

Sub-category 4.2.2

➤ Accessibility to the office buildings

- ❖ Physical accessibility to training interventions/workplace is a problem
- ❖ Need to build relationships with disability and other organisations to accommodate persons with disabilities
- ❖ Reasonable accommodation is lacking/non-existent

Sub-category 4.2.3

➤ Disability sensitisation

- ❖ Management need training on reasonable accommodation
- ❖ Disability sensitisation training needed for ETD staff, management and other staff

5.5 CONCLUSIONS OF THIS STUDY

The researcher of this study came to the following conclusions emanating from the findings

- It was found that the employees with disabilities are not equally exposed to skills development interventions, especially those interventions that can lead to career advancement. The responses by the participants, as well as the statistics

collected, also clearly indicate that the employees with disabilities in **the dti** and **CIPRO** are also not equally advanced in terms of career advancement (promotions) compared with **the dti** and **CIPRO** employees without disabilities. The skills development targets as envisaged by the JobAccess Strategic framework (SA, 2008a:2) and the White Paper on Affirmative Action (SA, 1998b:6) were therefore not met. This addresses research question 1 as identified in section 1.4

- After considering the responses made by the participants and the statistics considered during the document review, it is clear that **the dti** and **CIPRO** employees with disabilities are less exposed to training interventions in **the dti** and **CIPRO** than employees in **the dti** and **CIPRO** with no disabilities. This addresses research question 2 as identified in section 1.4
- Furthermore, the from the data collected as well as the statistics used during the document review it is clear that, although **the dti** and **CIPRO** are taking steps to employ more persons with disabilities, and especially **the dti** are taking focused steps to accommodate the needs of their employees with disabilities, both department are not adhering to their responsibility to develop their employees with disabilities. This not only limits their career advancement opportunities but, as is clear from their employment levels, their disadvantaged position by virtue of the discrimination they suffered in the past is not being improved. This addresses research question 3 as identified in section 1.4.
- It is also concluded that, in the case of the general office buildings of **the dti** and **CIPRO** and the training and development interventions offered, more steps are needed to ensure reasonable accommodation for **the dti** and **CIPRO** employees with disabilities. Furthermore, it is also clear that the management and employees of **the dti** and **CIPRO** need more disability sensitisation. This addresses research question 4 as identified in section 1.4.

5.6 RECOMMENDATIONS

According to Neumann (2011: 568) people can change their behaviour based on findings published especially in the public domain. In this research study the researcher trusts that the findings and recommendations made will influence public policy makers and employers in general to change their behaviour towards employees — and citizens in general — living with disabilities.

Three categories of recommendations will be addressed:

- Recommendations of this study:
 - That further research studies be conducted in the Public Service and Private Sector to ensure equitable training and development of persons with disabilities.
 - That more articles and research based publications be published on this subject.
 - That effort is made to create a social culture accepting persons with disabilities through disability sensitisation programmes.

- Recommendations for the Public Service:
 - The Public Service as a whole needs to ensure accessibility at all their offices which will enable them to appoint persons with a disability at any time.
 - That the Public Service transfers the 2% target for employing persons with disability also to the training of persons with disabilities. Therefore, they should aim to ensure that at least 2% of the people trained annually are persons with disabilities, especially in work-related and promotional courses.
 - Development of relevant policies and regulations to ensure that persons with disabilities are actively given opportunities for career development and advancement to ensure that they are represented at all levels in the Public Service.
 - All managers and training and development staff in the Public Service be trained on the issue of reasonable accommodation, what it entails and how they can ensure the accommodation of persons with disabilities in the workplace and at all training interventions.

- Recommendations specifically for **the dti** an **CIPRO**

In order to help facilitate these changes the researcher will now make the following recommendations for **the dti** and **CIPRO** specifically,

 - **the dti/CIPRO** conduct a disability audit of their current offices and training facilities in order to ensure accessibility enabling them to appoint persons with a disability at any time.
 - That **the dti/CIPRO** ensure that their annual Workplace Skills Plan reflects the 2% target for persons with disability also as a training and development guide for persons with disabilities.
 - 2% of all bursaries awarded annually by **the dti/CIPRO** are awarded to persons with disabilities and that they are actively encouraged to further their studies.

- all staff in **the dti/ CIPRO** receive disability sensitisation training in order for them to have an understanding of disability as well as to empower them to interact with persons living with disability in a relaxed and confident manner.

5.6 FINAL CONCLUSION

From the discussions above it is apparent that persons with disabilities still experience some level of discrimination in terms of the exposure to training and development opportunities, and recommendations were made to address these inequalities. This brings us back to the information considered in chapter 2 of this study, which showed that in the 2010 Annual Report of the Commission on Employment Equity for 2010, which indicates that only 0.9% (SA, 2010c:19) of all employees reported by employers during the Employment Equity reporting process were persons with disabilities of which the majority were employed at low-level positions (SA, 2010c:19).

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ANNEXURE A

Informed consent for research project

This document is to provide you, the potential participant, with more information on the research project.

1. Title of the project

Investigating the exposure of people with disabilities to training interventions in the Public Service.

2. Institution

North-West University - Faculty of Education Sciences

3. Name and contact details of the researcher

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5. The purpose/aim of the project

- Determine whether persons with disabilities are equally exposed to training interventions in the Public Service as their non-disabled counterparts.
- Determine whether they are equally advanced in terms of skills development as envisaged by the JobAccess Strategic framework.
- Determine whether the Public Service has a responsibility to develop employees with disabilities, in order to address their disadvantaged position due to the discrimination they suffered in the past.
- Develop strategies for an improvement plan to empower people with disabilities to be submitted as part of a report to the management of the selected Public Service departments.

6. What will be expected of you as participant?

The interventions that will involve your participation will include:

- Confidential semi-structured individual interviews with the identified participants – Qualitative data will be collected through individual, semi-structured interviews with staff members with disabilities and, if need be, with their direct supervisors.
- Focus group interviews might be used on a voluntary basis by using the Standing Disability Forums in the selected Public Service departments. This will be done if the researcher deemed it necessary in an attempt to gather more data and to ensure confidentiality in a safe environment where interviewees can be honest and at ease.
- All the interviews will be audiotaped and transcribed verbatim for future referral.
- All responses will be treated as confidential and at no stage in the process will specific responses be linked to a specific respondent.

7. What precautions will be taken to protect you the participant?

As mentioned before, all responses will be treated as confidential and at no stage in the process will specific responses be linked to a specific respondent. All questionnaires are anonymous in an effort to create an open environment.

8. How will the findings of the project be made available?

In the end a summary report will be compiled that will be available to Management at **the dti** and **CIPRO** for planning of future interventions. Participants will also receive a copy of this report.

I, agree to voluntary participation in this research project and acknowledge that no pressure was put on me to participate in this project.

Signed: Date:

ANNEXURE B

VERBATIM INTERVIEWS

Interview 1

R: Good afternoon, thank you for joining me. Hmm, as I explained to you in my e-mails I'm busy with my Masters and this is now where I collect my research from people living with disabilities in the Public Service, here specifically **CIPRO** and **the dti**. The reason why I want to talk to people is I want to get your personal experiences concerning development, training and development in **CIPRO** and **the dti** and then I'm investigating the level of exposure of people with disabilities to training interventions. Hmm, as I explained to you none of these comments that you make will be attributed to you personally. Your name will not be mentioned in the report, hmm, I don't even keep, I never write your name on the questionnaires, you will also see that. Hmm, so there is no referral to you personally so please feel comfortable to give any positive or negative remark that you want to. Ok, then the first few questions that I will ask you, the first 3, is demographic questions, so it's just to show what my sample group consisted of. The first question is gender and it's?

I: Male

R: Male thank you, and then race?

I: White

R: Then business Unit?

I: CK1 Section

R: In **CIPRO**

I: **CIPRO**

R: Then if I may as just a short description of you disability?

I: I am a, and I can't say it English, "n Linker Spastiese hemapleeg", that's the grant version as they gave it to me in the early 70's.

R: Ok, thank you

R: Ok, now the first question. Hmm, in your opinion, to what extent does **CIPRO** support the development of people with disabilities?

I: They support it in a window dressing style. I've been on courses, GroupWise 1, introduction to GroupWise or a relatively simple telephone etiquette kind of courses,

but no real specific encouragement as to study further like say at the University of South Africa.

R: So now... I understand what you say; you attended these courses for window dressing. Hmm, have you attended any courses during the past financial year, even as far back as the beginning of last year?

I: No I did not attend any courses prior to say October. Not during this financial year.

R: Was there any courses that you were interested in.

I: Indeed there was courses interested, and that is why I say it is window dressing. I've been fighting with management for the past year, 2 years to put me on a EMDP course and they eventually did and I'm now busy with it.

R: So think the only reason for attending is because you put up a fight.

I: Yes, it was as a result of my persistence and not due to their perception that I am going to be a good leader in the next 5 to 10 years.

R: So you initiated this?

I: I initiated it.

R: Ok then, you said that you attended some of these other courses, even at an earlier stage, introductory courses, did they make you a better performer, did they give you advances in your working circumstances?

I: Not specifically, most of the things I've learned was basically general knowledge to me.

R: And the course that you are attending now, the EMDP, do you think that will be of value?

I: This is a stuffer, it gets me a bit. I'm feeling challenged by this one.

R: Ok ... then, have you, I want to know when did you join the Public Service?

I: I joined the public service on 1st of... 5th of Jan ... 8th of January 1985.

R: And since you've been with Public Service have you only been with **CIPRO** or have you been with other Departments?

I: I've been only with **CIPRO**

R: And while you were in the employ of **CIPRO** since 1995 have you ...

I: 85

R: 85, sorry, have you ever been promoted?

I: Yes I have been junior clerk to senior clerk if you can call that a promotion.

R: And that was, was it a post promotion or the old rank promotion.

I: Rank promotion so after 4 years you automatically qualify. Which I did not, apparently to them at that stage, they did reimburse me about 5 or 6 years back pay at a later stage.

R: Ok and no other promotions since then

I: No, since then.

R and no training that you attended that would make you more promotable?

I: No, not any that would make me promotable.

R: I would like to know in general, in your employment at **CIPRO**, how do you feel? How do you experience **CIPRO**, as a person living with disabilities?

I8: As my disability is not so severe, I do not have any access problems and, yes ... I can merely say they treat me as a normal, abled person.

R: Have you noticed that there is any other limitations for other people with disabilities? Problems that you noticed?

I: Quite recently we had a person in a wheelchair that the building was inaccessible to him; we had sort of a fight and a semi arrangement but ahh, not a real solution.

R: Anything else that you want to tell me? That you would like me to note for the study?

I: Ahh, not that I can think of at the moment.

R: Thank you for your time.

I: Thank you

Interview 2

(Whispering)

R: Thank you for coming; I really appreciate your time. Hmm, I just want to give you some background again. As you saw in the e-mails I'm busy with my Master's and this is specifically now the research, research part of it so I'm interviewing people in **the dti** and **CIPRO** about their personal experience as a person living with disability and the training and development you get.

I: Ok.

R: The first 3 questions you will see is demographic questions. It's not at all, the questionnaire is not at all linked to your name. It is just to get a sample group of how the sample looked, race, gender and where you are working.

Again none of the comments you make here or the responses that you have would be linked to your name so please feel free to give every positive or negative remarks that you see fit. In the end I will also be giving a copy of the report to dti management so that they can make improvements where they see fit.

I: Ok, thank you.

R: So firstly, gender ... female

I: Female

R Thank you. Race?

I: African

R: African. Thank you. Business Unit / Division?

I: TEO, The Enterprise Organisation

R: The Enterprise Organisation. In **the dti**?

I: Yes

R: Thank you. And then, hmm, if I may ask ...

I: Starts with t, its TEO, The Enterprise Organisation.

R: Ok, t for The Enterprise Organisation.

I: Yes

R: If I may ask, your disability what does that entail?

I: My left arm is not working at the moment . . . due to a stroke; I have recovered partially on my left leg.

R: Ok, thank you.

I: I was also on a wheelchair before.

R: Before, for your leg?

I: Yes.

R: Ok, thank you. Please tell me, hmm, to what extent do you think **the dti** supports the development of people with disabilities?

I: They are trying, they are really trying, it's just that I don't think that they know exactly, they are still not organized to prioritise people with disability, but they are still trying.

R: So you think they can still do more?

I: Yes, yes, yes, yes if they can just organize themselves and prioritise

R: So in the last year, did you attend, let's say from last year until now, did you attend any training through **the dti**?

I: Yes, now recently cause I only had, ehh, people, somebody who is assisting me in the office to let me go to attend training. I think the problem before was due to, ehh, lack of manpower.

R: And this course that you attended do you believe that it helped you to perform better in the workplace?

I: Yes

R: What type of course was it and what skills did you learn.

I: Like this week Tuesday I was attending woman's leadership training workshop on the 5th of October.

(pause)

R: And you feel that that will help you in your work?

I: Yes, ehh, cause things like, ehh, things like, power speaking were presented and hmm, they also assist you to overcome fear of hmm stage, hmm ja, stage fright

R: Thank you. Then, how long have you been in the Public Service?

I: In the public service it's been long. Since 2000 ehh since 1996.

R: Ok, and have you been with **the dti** all the time?

I: For plus minus 7 years

R: So, hmm, in the Public Service as whole, have you been promoted?

I: Yes

R: Can you tell me a bit more about when you were promoted and were you promoted to this position in **the dti**?

I: You mean like generally in the Public Service or in dti?

R: Yes, Generally, all of it.

I: Remember when I came to **the dti** I was still normal; I wasn't like disability or challenged. I got a stroke when I was in dti. I came as a, I came as a Personal assistant to the Chief Director and he got a promotion, him, the very same guy got a promotion to DDG. Then, ok, before he was not willing to promote me because he thought I would not manage to work properly to be an executive assistant. He was not really, ehh, happy before but then eventually I got promoted as an executive assistant, that's assistant director level, level 9.

R: Ok, thank you. And now if you think about generally in **the dti**, what do you think, how do you experience living with a disabilities in **the dti** and what can they still do or what are they doing well to improve your life?

I: So far in my environment, I 'm not sure whether to say it's because of my work or not, I do not have that much exposure. But so far so good. I didn't experience any problem whatever that I ask for I get a assistance.

R: And anything else that you want to share?

I: The only problem that now I think they didn't give because they promised me hmm, laptop and a , I'm not sure, a voice whatever, what I speak to and it types.

R: O, yes.

I: It's more than 6 months that they promised me now but I still haven't received it.

R: And then when you get that they will also send you for the training for it, I guess, to use that system or do you think it will be easy for you to adjust to it?

I: I think it would be easy for me to adjust.

R: If that is all that you want to tell me, thank you for your time, I really appreciate it.

I: Thank you

Interview 3

R: Good morning, thank you for coming to me with, for this interview; as I explained to you in the e-mails this is only to get an idea of how you as a person living with disability experience dti, especially if we look at training and development opportunities.

R: Ok, the first few questions that I will ask you is demographic questions. Just you know to know again how many males, how many females formed my general population. And then the study that I'm doing is ... I'm looking at the exposure of people with disabilities to training interventions in the Public Service.

I: Ok Not in **the dti** only?

R: Ja also in the bigger public service. Ok, all your responses will be treated as confidential and at no time will your name be linked to your responses. In the end there will be a report that I will then give a copy to dti management and have a discussion with them. It will also be available to everybody that participated. It is just that if there is something **the dti** can improve I like to give them that opportunity.

I: Ja, that would be nice.

R: So, can we start?

I: Yes we can.

R: Ok the first question is gender?

I: Female

R: Thank you, then race?

I: African

R: Then Business Unit?

I: The Economic ERPC in dti

R: and then your disability if I may ask?

I: It's visually impaired / albinism

R: Ok now the first thing I would like to know, if you think of your time in **the dti** how do you experience the support that dti offer in terms of development of people living with disabilities?

I: For me I think it's changing. When I started last year in June I don't think I experienced so much problems because in terms of training I think the thing I can mention in terms of training is that yes they provide training to dti employees. The only problem for me I can say is that even though on their forms they say identify if you need something for your disability but when you go there and attend the training they don't make sure they accommodate like I say I need a large print but when I go there theirs only normal print, not accommodating if they say so

R: Ok.

I: In the division I think the accommodation is ok. I'm ok with everyone. My system is ok because I use the Sontex system, everything is fine. The only problem is only when it comes to the training.

R: Ok, and you think that they must also give you the material in a larger print.

I: Yes.

R: Then you can participate better.

I: Yes especially if they ask if we need any assistance in terms of the, what can I say, in terms of the services that they provide, then they must accommodate us.

R: Ok. Thank you, ok, now. Have you attended any training courses in **the dti** since you started?

I: Yes but only in **the dti**.

R: Not outside **the dti**? And these courses, was it because of your own request or where you nominated by your manager.

I: Most of the time, when we do our performance agreements in terms of our personal development we need to identify the courses that we need, we need to put ourselves. So most of the courses I do choose myself but then its up to my manager to approve it or not.

R: Ok. Now these courses that you attended, as you say they were attached to your PDP?

I: Yea

R: Do you think they improved your performance in the workplace?

I: I will say, I will not say much on it because most the courses identified on PDP agreement I have not attended them yet, because some of the problems, the date was

shifted and I'm still going to attend them. Then the only one I can say I attended was the minute taking course and yes I can say it helped me a lot because in my division I have to take the minutes for the PCU and since I have attended that, they have improved a lot. Because there was some of the things that I did not know before I attended the progr..., I attended the course, I think it has helped.

R: Ok, thank you. Then have, you say that you joined **the dti** in last year July.

I: Hmm.

R: Have you been in the Public Service before that?

I: Yes, I've been a, currently I'm a intern, I've been an intern in the Department of Provincial and Local Government, now Corporate Government and traditional affairs since 2007 and 2008. I then was busy doing my honours degree with the University of Johannesburg.

R: O, ok. Yes, ok and then, so you were there but you have never been promoted yet?

I: No I'm still an intern.

R: Do you think the way that you have looked at how things work in the Public Service, dti and your previous department, that there is a opportunity for people with disabilities to be developed and to get promoted.

I: Yes, I would say yes and no. For me as an example for dti I can see that they are trying by all means to accommodate people with disability, not only because they try to, if I can say, the percentage of that each and every Department must have 2% of, 2% target of people with disability. **The dti** is doing by all means to accommodate everyone and not because they want to reach their number, but because of my qualification and the input and the experience that I can provide for the Department as compared to other Departments, if I can say so. They are better than, compared to other Departments.

R: Ok. Thank you, and then can you tell me in general how do you experience working for **the dti**. Not just in terms of training and development but in general, as a person with a disability, how do you experience it?

I: ehh, I will say for me its fine, the only problem is there is still some people who need, I think the department should provide a sensitisation workshop for other people because they still have that thing of they do not know how to treat people with a disability. Sometimes they are afraid to ask you something they just assume they should do this for you instead of asking you if they can assist me before they assume. Let's say large

print, maybe I don't want a large print copy or something else. I think they still need to be better with the sensitisation workshop so they can know more about the needs of people with disabilities.

R: Ok. Anything else that you would like to tell me ... that you think can help **the dti**?

I: I think what **the dti** can do is, since the disability unit is already there, I think they should continue to consult with other academic institutions to recruit people with disabilities, those who are relevant to **the dti** and other organisations maybe they can assist, there are organisations that assist people with disabilities and they can also provide them with the information where they can find people who might not have the qualification but who can help them with regard to their businesses. I think that were they can find maybe more information.

R: Thank you

I: Thank you, I hope I assisted you a lot.

R: I'm sure you have. Thanks.

Interview 4

R: Good morning, Sir. Thank you for joining me for this interview.

I: Thank you

R: I will be talking to you specifically about your personal experiences as a person with, living with disability in **CIPRO**. I want you to tell me how you experience the training and development in **CIPRO**. I will ask you some questions on which you can expand. It's a semi structured interview and you don't only need to stick to that. My whole study is about investigating the exposure of people with disabilities to training and development in the Public service. I want to tell you that all the responses are confidential. Your name will not be connected to any response. When I write the report it will include general comments on what I found in my studies but nowhere will it be said that this person said this.

I: Good

R: Thank you for your time and if you are ready we can start.

I: Yes we can.

R: The first 3 questions is demographic questions because I just need to know the demographics of my response group.

I: OK

R: The gender is male and the race is black.

I: Yes.

R: Your Business unit is, you are working for **CIPRO**.

I: Yes

R: In which unit?

I: Strategic support.

R: Thank you. Then if you could just, if you don't mind give me a short description of your disability?

I: One of my eyes is blind, one left eye is blind.

R: Thank you

I: I put a prosthetic eye in.

R: Thank you, I want you to answer me, anything you want to say. I want you to feel relaxed?

I: Thank you

R: First I want to know, to what extent do **CIPRO** support the development of people living with disabilities.

I: Personally, from my side its, although I'm disabled, so many people don't recognise that I'm disabled. That's why so much I'm being treated just like anybody else. The fortunate part, before I put the prosthetic I you feel like each and everyone feel pity for you. They ask what happened.

R: Then have you attended any training let say from the beginning of last year until now? Have you attended any training in **CIPRO**?

I: Yes, I attended a number of good training. From, since I joined **CIPRO**, I got training. I got the skills I need

R: and this training that you attended, did you attend it because of your own request or did your manager nominate you?

I: Most of them were on my request although some of them I was nominated but I think the courses I wanted to do I did attend and still in November there is one I want to attend. I think from my personal development although there were some that I had to attend, but they are also good for my development.

R: Now you said that you belief it is good for your personal development, do you belief that you attended made you a better performer? You could do your job better.

I: The performing of the duties are better since the training.

R: Ok

I: While I was still in the project most of what I learned in my junior year, in my degree, I was performing those duties, on the project on a daily basis. Ehh, since, while, while I am here at **CIPRO**, my job is only specializing on one component of it which, maybe you focus on 2% of what your suppose to do and the 90% on whatever. In the end it's a little frustrating if you do so much for something and in the end you cannot perform it.

R: What do you think can **CIPRO** do to change that?

I: I think the trust is also something. If someone can trust you that you can do the job then its better. **CIPRO** gets consultants from outside to do something, you are not given that opportunity as an individual to prove yourselves and at the end of the day you feel that as an individual in **CIPRO** you are undermined at the end of the day.

R: Ok, so they must rather give the internal people a chance to do those jobs because they are competent.

I: Ja, Ja, if someone can try and cannot do the job then you can get external consultants.

R: if I may ask, how long have you been in the public service.

I: 3 years, 3years, 3years 4 months.

R:Ok, and have all that been in **CIPRO**?

I: Yes

R: since you joined the public service have you ever been promoted?

I: No

R: Do you believe that there is that developmental opportunity for people with disabilities in the public service to get promoted?

I: Its difficult in the public services since in the Public Service there is no thing called that promotion, you apply somewhere, you get something out there. That why, for that I say its almost 50/50. In a department, in **CIPRO** there is probably little opportunity to get promoted to a certain level.

R: But when people need to apply that's the same for all people, disabled and non-disabled people, is that right?

I: Yes

R: Then just a general question, if you think about your life in **CIPRO** as a person with a disability, do you think, how do you experiences it? How do they treat you, is there things they can do different, and if you think of other people in **CIPRO** with disabilities, and the disability forum you attend. Do you think they can do things differently at this stage?

I: Ja, I think some individuals, I can see that there is people that need more help. Fortunately from my side, I don't think there's too much things that I need for them to support me but some do. If you're around **CIPRO** you find that in other Departments they are treating those people with disabilities different and other way around, **CIPRO**

does things different. Like this thing of transporting disabled people, this thing of transporting them you'll find that in the Presidency they are doing that but when you come to **CIPRO** it's a different thing. Why in the presidency it's possible but it's impossible in **CIPRO**. Why sometimes in **CIPRO** things take priority, if you ask they say **CIPRO** don't have drivers. Those things you ask yourself at the end of the day, why? Why that, why shouldn't it be a similar thing in all the Departments.

R: So all the Departments should treat people with disabilities the same.

I: Yes. Not other getting that, sort of preferential treatment while that support is actually needed for you know that person cannot do this, why do you not give that person this support but I feel like someone who's not in that situation does not know what the issues are, I feel like , I feel like it needs to change.

R: Ok

I: And another thing is like you find that even the employment of the disabled people is not that percentage is still very low. For this year I'm not sure if we meet that target for the disabled people which is something that I thought all these years since we started with the employment equity committee it would be different, we will see some improvement but I can see more stuff is needed.

I thought the Employment Equity committee will make a difference but it did not.

R: Thanks. Anything else you want to share with me?

I: Nothing

R: Thank you Sir.

Interview 5

Whispering

R: Thank you sir for joining me with these interviews. It is about your personal experiences as a person living with a disability in **the dti**. The first few questions that I will ask you is just demographic. It means like your race, your gender, just so that I can say on what my group existed of, but no names will be mentioned at any time. I am investigating the exposure of people living with disabilities, to training and development in the public service. And then, all your responses will be treated as confidential and a summary report will be available to management as well as a the candidates. Thank you for your time. I really appreciated it that your are here

I: Okay

R: Can we start?

I: Yes

R: Thank you. The first question is gender. And I am sure that is male.

I: Yes

R: And then race black?

I: Yes

R: Then I want to know, you work in **the dti**, is that correct?

I: Yes.

R: In which division?

I: Eeeeh, HR and Learning Centre.

R: Okay, and then, if I may ask, your disability?

I: I had polio on my left leg when I was three years of age.

R: Ok, thank you. Now, I want you to tell me how you experience, the support for development of people with disabilities in **dti**. Do you think that that support is available and to what extend is it available?

I: Mmm, to be honest for the past... eeeh ten years or so, there was no support, giving to people living with disabilities. Only now recently, that they, they starting to, to, to realize and, and, and give support to d, disability. Disabled peoples, ever since the, the unit

started. I can say the past, past two years now, there is awareness of people with disability unlike in the past.

R: And you think that if **the dti** arranges training, they will take note of somebody with a disability will be attending and they will accommodate that person accordingly.

I: Yes because now there is a person who's, who's got passion and who pushes and, and make management to realise the importance of getting people with das, disability training.

R: Thank you.

R: Then, have you yourself attended any training courses, let's say, from the beginning of last year until now?

I: Ye, Yes

R: And what type of...

I: I attended the A, Aim of Deputy Program

R: O, and that's a very nice program for Manager Development.

I: Yes, yes...

R: And did you experience any problems while attending this course or was it accessible?

I: It was, the, the, the facilitator was excellent and, eeh aah mmm, I have learned a lot in terms of managing, management skills, even in managing budget, accountability, and also aaa, general management per say. Because the, this course was aimed at preparing s,s, eeh, MMS members to be SMS members.

R: Okay, and umm, did you go on this course because of your own choice, or where you nominated by your manager? Did you request it or did you manager nominate you?

I: No there, there was an announcement and, ooh, eeeh say all, eeh SMS, I mean, MMS members must attend, so I had to attend as well.

R: Okay

I: Because, it is a **program**. Their want, they're aiming at all MMS to at the end have attended that course

R: Okay. Now, that training that you attended, do you believe that in your work it will, had made you a better performer?

I: Definitely, because one needs to know all the management, eeh, styles, for want to be become a manager so it, it will help in future if I, I had to apply for a more senior positions.

R: Okay, and then, umm, I would like to know if you, how long have you been in the public service?

I: I started long time ago in 1985.

R: Whee, okay and did you start in **dti**?

I: Nooo...

R: or where in the public..

I: I had started in t, t, the ,eeh Depart of Education in the northern Transvaal of Edu..

R: Okay, now since you join the public service 1985

I: Mmmm

R: have you been promoted in public service?

I: I, I, I started having matric because I didn't manage to go to varsity. After joining the, the Depart of Education, I enrolled ,with RSA Technicon where I gained my National Diploma, that's when, it helps starts opening doors for me, and yes, promotion, we, we, in the past we used to stay for 3 years then got promoted, 3 years got promoted, but up to a certain stage, that rank promotion didn't work so, the National Diploma is where it started helping me, because I have to apply for, for, for a higher position it is then that I, I applied and got appointment at **the dti**, as a Principal Person and Officer, then I moved to be a Practitioner and, and eeh, Assistant Director and ,and until currently, I am Deputy Director.

R: Okay and then. I want you to think about anything in the workplace, as a person living with a disability, that you want to share with me. Positive or negative.

I: Okay

R: Anything that you think is good or you think that might need to be improved

I: Okay, eeh, every since I have been in the Public Service, I, I, have seen many people with disabilities, but, because we differ in, in, in kinds of, of, of, aaa disabilities, so I am must say they were under, undermined most of them, and they it will not recognise and they will say this is not for them this is for us. So, it also touches me after having attended a unit workshop that taught us to be aware of people who are disabled, understand them, then I also realised that there is a lot that we didn't know about the disabled that we need to take cognateness of, and, and what is good about that is that

now I am able share with other colleagues or community members, to say, hey, you know these people, we, we underrate them but they can do this and this, and we are not aware and we are, we are disadvantaged for not knowing that, so that was the good thing I, I've learned from that and I also now become one of the pioneers of, of, of, of you know, spreading the gospel to say, we are all required, we are just different in, in, in forms and shape but we are all human beings so, and the forum is ,is helping allot to make even the colleagues around us aware of, of them and then it says you can turn up tomorrow you can, jaa, and then you need to ,how will you feel if people can now neglect you so the, they started now to raise their yes, to say hey, it is true. Some people are not born like that is not of their own choice. Everyone can so I, I, I and to my advantage I personally didn't,' I knew I was, I, I was this, but I never took myself to be a disabled or, I did everything that everyone can do and that made me, took where I am today, even from school and then I, so I, I, I think for others, if they see me they, they feel strong also to say, no, we can do it. But I, I can repeat to say with the man, with the appointment of this person in **the dti** really things started happening, because h, h his, his got passion, she's got passion for this job, he likes it, he is not for the matter of no I just want to earn money. And he has taking the, the, the forum of the disabled people to a next, higher step.

R: Okay, yes that is important...

I: Yes, because many things now, now they are starting to happen and people are starting to realise and they are conscious about, and they are now, they even others they rise up, they now, they yeah.

R: Yes

I: Because in the past they couldn't: what is it for me if I declare, nothing happens but with this aah, new appointment of the, this person, now, we see a lot happening and even the appointment of the people of disabled is taken serious, because in every advert division are told that this is targeted for.

R: Yes that is very good. Anything else you would like to say

I: No, I still hope that if we can have more people with disability t trained to become in management excellent not just for the sake of numbers but they must be counted that will be my most dream come true and those programmes which are, are, are said to be there for the disabled they, we must see them implemented.

R: Okay. Thank you >>>> thank you for your time

I: Yes.

Interview 6

R: Morning Sir.

I: Morning Mam, how are you?

R: Fine, thank you and yourself?

I: I'm fine.

R: Welcome and thank you for joining me for this interview. This is especially to determine what the training needs are and what the training and development is in **CIPRO** especially for people with disabilities. I'm investigating the exposure of people with disabilities to training and development interventions in the Public Service.

I: Ok

R: Ok, all your responses will be treated as confidential. Your name will not be attached to any response; your name will not be mentioned in the report at all and the report will view... Hmm... any generalisations that I can find in the responses of the people.

I: Ok.

R: Ok. I want to thank you for coming and then if it's ok with you we can start.

I: Let's start.

R: The first two questions... three questions is just demographic.

I: Ok.

R: and eeeh gender is male, am I correct.

I: Yes.

R: And race is black?

I: That's right.

R: Business Unit, you are working for **CIPRO**?

I: That's correct.

R: In which division?

I: Trade marks

R: ... and then your disability if I may ask?

I: Eeeh vertically challenged

R: Thank you.

I: With a eeeh bone disorder called, what is that, oh bone deficiency disorder.

R: Thank you Sir. ... Good the first thing I want you to tell me is hmm if you believe that to what extent do you believe does your employer support the development of people living with disabilities?

I: Yeh, first let me first look at the setup, the environment that I'm working in. The first thing I can say, to be honest with you is there isn't even a chance of taking into cognizance my ... my my presence within the system. So that I'm treated like any other, any ordinary person that's working with me in the system without even looking at my needs. I'm not sure as whether they are aware of the employment equity act and of the goals in terms of arrangement, I mean in terms of reasonable accommodation issues for people with disabilities. Ahh, like recently, no individual training is awarded to me.

R: Ok, hmm, in general how do you think, how do they treat other people with disabilities in **CIPRO**? Do you think that they get their opportunity to be developed?

I: Ehh, ja, the only problem is actually that the unit or ehh, there are divisions in the unit that I have a lesser point of interaction and I might not be knowing as to how other people are being treated, including the scores of those people who are in the system. Some they leave, some they stay, but generally I would say there is definitely no special attention given to people with disabilities.

R: Ok hmm, now in the past financial year since last year also, you can say since the beginning of the financial year in 2009, so in the past two years have you attended any training?

I: Ehh the trainings that I attended was, was just generic training. There is actually a, I'm not sure to say if it is a trend or what but normally what happens and what I see is general training which is repetitive all the years. And the only problem, which is only computer literacy irrespective of the special needs of the individual but for the past three years since I was year it's only a repetition of it.

R: Ok. And these training that you attended was it at your own request or was it your manager who nominated you?

I: Ehh, this is out of my own request but ... and sometimes its derived from the human eeh the ehhh human resource the HRD, the human resource development. I'm not sure how they operate but sometimes you send in some kind of a survey to look at what needs will a person be doing. Cause in essence if there is any special training that a person might be needing in respect of disabilities or I mean, I mean adjustment to day-to-day training then the hiccups that we come around is that it's not relevant to your job specifications.

R: Ok. And then hmm has there been any courses that you felt that you wanted to attend and that you asked for and then like you say, then they say it's not relevant to your job?

I: Definitely, definitely, they have basically exhausted but like I say, what they normally say is that they are not relevant to your position. And then they become tender.

R: Thank you, then, the training that you attended like the computer literacy that you said that you have attended. Do you believe that it was of any value to you in your current work?

I: Ehh, not necessarily, actually, I see it as a way, let me say, it's a audit. It's only used for audit reports. Because if obviously like now a days you know that a person needs to be computer literate to fit into ehh, to fit into the developments of technological advancement but if you keep on doing entry course, entry course all the way it does not serve a purpose.

R: Yes ... so you don't believe that it increased your performance?

I: Not that thing in particular.

R: Then I would like to know also hmm how long have you been in the Public Service if I may ask?

I: Eeeh, I spend two years on contract and this is my third year on permanent employment, which makes it, which makes it a total of five years.

R: Have you only been with **CIPRO**?

I: No, formerly I was with Science and technology.

R: Then in the Public Service have you ever been promoted?

I: Not ever since I, no, the chances even the chances are very slim that I can be promoted.

R: So you also feel in that regard that there is very little developmental prospects for you?

I: That's what, the fear is the moment that they develop you then there is a question of losing you or that it places you in a position that they can maybe not even afford, it's not due to monetary restraints, it's the keeping me down, the pulling down syndrome.

R: Ok. And then the last thing, I would like you; like you said in the beginning that you feel that you are not even acknowledged as a person with disability, in general how do you experience your life in **CIPRO**, as person with disability?

I: To be very frank with you it's very difficult and it's just that ehh I'm, I'm suffering of fear holding me, if I was strong enough, even if I could not be having financial restraints, I could have left, to the, to where ever I don't know. What I'm seeing here even if I stay is that there is no growth, I will leave here, go to position in the position I am in.

R: Anything else that you would like to share with me?

I: Definitely, there is a need, I don't know how but there is a need for people to be sensitized in respect of people with disability and reasonable accommodation for those people also in skills development because they need special attention and special skills to adapt to the work situation. The ... the ... let me say the enforcement of the employment equity act as by the Department of Labour, I see it as a, some kind of a, let me say askew, It's just letting people know that it does exist but the actual implementation of it, this is including the act, is not happening, therefore in whatever level or whatever way, if there could be anyway where this people can be consiencitised that these people living with disabilities are real people and these people need real attention including skills, ehh, including their development, then I think that will be best.

R: Ok, thank you sir.

I: My pleasure

R: Thank you.

Interview 7

R- Good morning, thank you for coming to this interview. This is for my masters and I'm just going to ask you a few questions and you can answer in English or Afrikaans as you feel comfortable. It is specifically focused on the training and development of people with disabilities in **the dti** and **CIPRO**.

So firstly I want to know to what extend do you believe does **the dti** support the development of people with disabilities? Support of sending you to training or developing you in the workplace with on the job-training. Do you think they do a lot for people with disabilities?

I: Ek het uit die aard van die saak miskien nie so baie teenstand of probleme nie , in die sin dat ek het 'n arm wat gedeeltelik verlam is nadat ek polio gehad het. Ek kan op training gaan maar ek werk in die inligtings wereld so dis nie, dit verhinder my glad nie en ja ek word gestuur op training so ek het nie wat training aanbetref 'n probleem nie.

R: Have you attended any courses, hmm, training courses in the past financial year? Hmm, If you can say specifically from last year until now.

I: This Financial Year?

R: Ja

I: Financial Management, uh, Small Business management course

R: And did you feel comfortable at the course, you didn't have any problems attending the course?

I: No everything was fine.

R: Did you ask to go on this course or did your manager nominate you for the course?

I:Ja weer miskien 'n ander probleem. Ek, dit is nie noodwendig op my, ons noem dit 'n PDP nie, personal development plan nie, ek is veronderstel om na ander kursusse te gaan maar hierdie het ek na toe gegaan omdat ek, in die verlede is daar geweier laat ek ander bywoon. So ek het gegaan omdat ek graag iets wil bywoon maar dit is glad nie van toepassing op, in die veld waar ek werk nie.

R: You say that previously you were not allowed to go training is that because of the work environment?

I: Dit was in die afgelope finansiele jaar voorheen het ek dit bygewoon. Ehm, ja ek weet nie, wat die redes agter dit is nie.

R: Ok.

I: Op 'n stadium het hulle gese daar is nie geld nie, maar ja.

R: So you say that this course was not particularly applicable to your work, but do you feel that it still made you a better employee for dti? In the whole scope of **the dti**?

I: Some Small, Klein sake ontwikkeling is natuurlik 'n belangrike ontwikkeling in Suid Afrika deesdae en ons wil hulle graag ontwikkel maar dit is net nie van toepassing in my werk nie. Maar ja mens leer altyd iets deur 'n kursus, so kursus bywoning is goed.

Papiere ritsel.

R: How long have you been in the Public Service if I may ask?

I: 1998, the 5th of September 1998.

R: And have you been in **the dti** for the whole period or have you been in other public service Departments and then moved to **the dti**?

I: No with **the dti** initially in the library. For about 4 years.

R: In your hmm service record with **the dti** have you ever been promoted?

I: Hmm, I've been in the library and then I applied for this job, so yes it was a promotion.

R: and then just a general question, how do you feel about ... ehm ... dti's approach to people living with disabilities in there general workplace? Do you think they treat people different or do you think they give people equal opportunities? What is your feeling? Not just to training to everything.

I: Ahh, ek dink hulle gee gelyke kanse vir almal. Ek kan nie kla oor iets nie.

R: Anything else that you might want to share with me?

I: Nee, ag, ek dink nie jou studie is daar op gerig nie maar eke eh, ek sukkel om deure oop en toe tekry want ons het vreeslike deure wat vreeslik moeilik oop en toe maak, dis swaar deure. So ek dink al het ek nie 'n problem met my arm gehad nie ek sukkel nog steeds om daai deure oop te maak. Veral as jy iets vashou, en jy moet dan nog iets doen en jy moet 'n kaart swipe en die deur oopmaak , ek kan nie dit doen nie. (Laggie)

R: No ok it's not related to this study like you say but hmm, I am going to give a report to **the dti** and I will mention certain things they can do to make the workplace better for all the people.

I: Yeah.

R: Thank you for your time, I really appreciate this and if you have any other questions you have my contact details and you can please contact me.

I: Thank you