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The transition from high school to the workplace for young adults who have a disability

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2022
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THE TRANSITION FROM HIGH SCHOOL TO THE WORKPLACE FOR YOUNG ADULTS WHO HAVE A DISABILITY.

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Thesis Presented for the Degree of
Doctor of Philosophy
School of Education

WITS University
December 2021
Supervisor
Professor Claudine Storbeck

ABSTRACT

A study of the transition from high school to the workplace for young adults who have a disability has been conducted to determine what enables or constrains a successful transition into the workplace. Transition is an important part of the process of moving from one life stage to another. Young disabled adults may find themselves unprepared for the expectations of their employers in the workplace, having unsuccessfully transitioned from high school to the workplace. This research investigates the three stages of the process of successfully moving from the school environment to the workplace. The first stage is the responsibility of the school to prepare the young adults for the transition. The second stage involves accessing employment and the employment process. The third and final stage of the process of transition is the transition into the workplace and the structures and processes that are in place to support young adults in this transition.

This study critically interrogated the guidance and extent of the guidance received by learners in high school from their teachers in order to prepare them for a successful transition into the work environment. The results generated specific themes that emerge that either enable young adults in their transition, or hinder a successful transition process. The themes identified are; access to employment, preparation for the interview process and the nature of the interview, job preparedness, skills needed in the workplace, skills based support, a supportive environment, work satisfaction, transition and barriers in the workplace for young adults who have a disability and Government support.

To address these themes mainly skills based intervention is required as well as the use of an adapted curriculum at a school level that includes, but is not limited to, emotional support and appropriate skills-based training to ensure that young adults who have a disability are employable and able to secure employment. This will also provide a guide for further research into this area.

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DECLARATION

I, Bronwyn Geraldine Peake, declare that this dissertation is my own, unaided work. It is being submitted for the Degree of Doctor of Philosophy at the University of the Witwatersrand, Johannesburg. It has not been submitted before for any degree or examination at any other University.



_____

Bronwyn Geraldine Peake

2 day of August 2021 at Centurion

ACKNOWLEDGEMENTS

I would like to acknowledge Nic, my son, who has never known his mother to be anything other than a life-long learner. My hope for him is that he values the pursuit of all knowledge as much as I do. Nic has been my biggest fan and his love has made me challenge myself in ways I never thought possible.

My deepest gratitude goes to my father and mother whose belief in my ability to succeed all that I dreamed was unwavering.

I would like to thank my sister, brothers, brother and sister in law and all my nieces and nephews for standing by me throughout my PhD journey.

My friends have been my mainstay throughout this journey, from inception to completion. Thank you for listening and offering advice at all hours of the day and night. Thank you for sharing your academic knowledge and keen eye for detail.

I remain eternally grateful to my supervisor, Professor Claudine Storbeck, for her guidance, encouragement and wonderful sense of humour. I thank you for your patience and guidance and for not allowing me to give in when writing became difficult.

I appreciate the funding afforded to me by the Spiegal Foundation. Without your assistance my participation in this research would not have been possible. I hope I have exceeded your expectations as I authentically represent young adults and their experiences.

I would like to acknowledge and thank the teachers and employers of young adults who have a disability for their time and honesty.

Lastly, I would like to acknowledge and thank the young adults who participated in this research. They refuse to be defined by the disability they have and choose to remain positive and upbeat in their quest in becoming recognized for their contributions and participation in society.

Chapter 1. Introduction and background

1.1. Introduction and background

This chapter introduces the research and provides a brief context on disability in South Africa, along with the challenges facing young adults who have a disability who are making the transition from school into the work environment. An overview of the research methodology is provided. Included in this chapter is a clarification of relevant terms used.

When conducting research, it is always best to find one definition upon which to base the research. However, there is no universally accepted, single or entirely satisfactory definition of disability and no single way of measuring disability. Internationally the nature and severity of disabilities are measured differently in accordance with the cultural context in which these disabilities occur in each country (Altman, 2001; Loeb & Eide, 2006).

The chosen definition of disability will also often depend on the way in which a disability has been measured and the purpose for the measurement of the disability (Loeb, Eide & Mont, 2008). Therefore, achieving a standardised international consensus on the definition of disability is challenging. Traditionally, disability has been seen as a purely medical or physical condition that can be defined in accordance with the medical model of disability, which conceptualizes the concepts of disability as based on the premise that the locus of the disability resides in the individual (Gold & Shuman, 2009).

In order to find one definition of disability one needs to turn to past research and literature to find the thread of commonality that inform researchers as to what a disability is and how it may impact on a person's life. The Convention on the Rights of Persons with Disabilities is one source which informs our notion of what a disability is. The Convention on the Rights of Persons with Disabilities (United Nations, 2014. Article 1. p4) promotes the participation of people who have a disability in all aspects of life. It also promotes the obligation of all governments to challenge behaviours and customs, harmful practices and the stigmatization of people who have a disability. Through the convention, previous negative perceptions of disability are also challenged. The Convention recognized the fact that many people who have a disability live in poverty, as well as calling for research into the negative impact that poverty has on the living conditions and social participation of people who have a disability (United Nations, 2007). The United Nations (2014) defines disability as an

interaction between environmental factors and an individual's personal condition that causes disability and has an effect on the individual's full participation in society. These principles have been laid out in the United Nations Training Handbook (2014) in response to the Convention on the rights of persons with disabilities (2006). The principles of the Convention that are pertinent to this research are 'respect for the inherent dignity and individual autonomy, full and effective participation and inclusion in society, equality of opportunity and accessibility' (United Nations, 2014. p23).

The Convention on the Rights of Persons with Disabilities (United Nations, 2014) was adopted by the participants of 160 countries, including South Africa, on the 13 December 2006. The protocols contained in the convention were enforced on the 3 May 2008 and came into effect due to an international call from persons who have a disability to have their "human rights respected, protected and fulfilled on an equal basis with others" (United Nations Training Handbook, 2014. piii). The ratification of the Convention proceeded at a rapid rate, but knowledge around the implementation and monitoring of these did not keep pace. In response to this challenge a training guide and eight complementary training modules were designed to empower and inform the people involved in the ratification, implementation and monitoring of the Convention and its Optional Protocols (United Nations, 2014).

Full and effective participation in society for all people regardless of whether they have a disability or not speaks to the responsibility society has in both the public and private sector to be organized in such a way as to enable all people to participate fully. Participation denotes active and meaningful involvement in all activities and in the decision-making process. A requirement for full and effective participation is an accessible physical and social environment that is free from barriers (United Nations, 2014. Article 9. p9). Accessibility as a concept of inclusion requires the dismantling of both physical and theoretical barriers to enable people who have a disability to enjoy all human rights as experienced by people who do not have a disability, such as transport, roads, housing and access to information and employment. The United Nations (2014) promotes the equality of opportunity wherein opportunities are available to all members of society whilst taking cognizance of the fact that, even though people are different, they all have the right to enjoy the same opportunities. South Africa signed the Convention on the Rights of Persons with Disabilities (United Nations, 2014) in 2007, signaling their agreement of the terms of the convention. As this is South African Based research, it needs to be based within the South African context

1.2. Disability in the South African context

In order to discuss disability in a South African context we must discern the prevalence of disability in South Africa. One of the most valuable tools we have of collecting data on population demographics in South Africa is through the census that is periodically conducted by Statistics South Africa. The most recent complete census was conducted in 2011, with the results being released in 2014 (Stats SA, 2014). The results of the Mid-Point general household survey conducted in 2016 showed that 4.7% of South Africans from the age of 5 and up were classified as disabled (Stats SA, 2017). The results from the 2011 census were used to compile an in-depth analysis and report on persons who have a disability. Disability statistics in all levels of mainstream society on a global, regional and national level have been recognized as the way in which the rights of persons in South Africa who have a disability can be realised. Specifically, in South Africa these statistics are used to ensure that current and future policy interventions are aligned with the right to equal access to education, basic services and employment for persons who have a disability.

In South Africa in 2011, when the census was conducted, there was a national disability incidence of 7.5% of the population of 54 million (Stats SA, 2014). Two categories of data collection were used by Statistic South Africa to profile the prevalence and characteristics of persons with disability on an individual and household level. The prevalence and characteristics of persons with disability on an individual and household level were based on the six functional domains of disability as prefaced by Statistics South Africa. These domains are sight, hearing, communication, concentration and memory, mobility and self-care. The categories for the questions were i) in relation to the disability index and ii) the level or degree of difficulty a person experiences in a specific functional domain.

Further analysis of the statistics revealed that attendance at secondary school level across South Africa was lowest amongst persons who have a disability that were severe in the various functional domains. Further distinction can be made between those people who have an intellectual disability which could possibly render them incapable of fully participating as a productive member of the workforce as opposed to people who have a physical disability that still allows for participation in the workforce, albeit with adaptations and accommodations being made. This lack of attendance at Secondary school level could lead to exacerbate poverty, as it is clear that many persons who have a disability live in financially constrained situations (Gordon, 2004). It is therefore important that youth who have a disability be provided with positive solutions to address formal learning and employment

opportunities in order for them to become fully integrated into the workforce. Youth disability and the employment of youth who have a disability is a global challenge that we are also experiencing in South Africa. Ensuring that youth who have a disability have access to employment requires an integrated approach that includes all government departments, non-government initiatives and the private sector in order to create an environment that is enabling and supportive (Moabelo, 2012). Before full integration into the workplace can be entertained, research needs to be conducted into the legal, social and educational structures that have been put in place by the United Nations and the South African Government to ensure that people who have a disability are included within society.

1.3. Disability and employment is South Africa

People with any type of disability should enjoy all fundamental freedoms on an equal basis with the rest of the population. The passing of the National Youth Policy in South Africa for 2009-2014 (NYDP, 2009) brought with it understanding and attention to youth who have a disability (Moabelo, 2012). The National Youth Policy in South Africa reaffirmed the points laid down in the 2014 Convention on the Rights of Persons who have a disability. It identified areas where adaptations could be made to enable people who have a disability to exercise their rights (Schulze, 2010). However, when the National Youth Policy was updated in 2015, little mention of people who have a disability was made, other than to repeat the statistics as cited in the Stats SA document (Stats SA, 2014).

In the Department of Social Development's Annual Report 2015 released digitally by the Social Development Department in South Africa (2015), the department acknowledged the importance of implementing the United Nations Convention on the Rights of People with Disabilities (2014). Pertaining to my research is that the development of skills and employment opportunities for people who have a disability had been prioritized with at least 4% of the expenditure of the National Social Development budget for skills development being secured to train people who have a disability. The Social Development Department had also set a target of increasing employment opportunities for people who have a disability by 2% annually. The department encouraged the private sector to employ people who have a disability by providing them with the skills they need to be successful in the workplace (SA Government Social Development, 2015).

With the correct structures in place (SA Government social development, 2015; United Nations, 2014) for people who have a disability to enter the workplace and gain access to

skills development programmes and the difficulty people who have a disability encountered from being excluded from full and effective participation, equality of opportunity and accessibility was being addressed in South Africa. The South African Government was putting various structures in place. However, the United Nations Convention on the Rights of People with Disabilities (2014) did not specifically state that skills development programmes should be introduced.

With the advent of democracy in South Africa in 1994, the government put initiatives in place to redress social injustices that were suffered by people with sight, hearing, communication, concentration and memory, mobility and self-care disabilities (Moabelo, 2012). The most notable legislation in effect in South Africa is the Employment Equity Act (1998) and the Code of Good Practice (2002). The Code of Good Practice was introduced to provide guidance for all employers and their employees towards promoting equal opportunities and fair treatment for persons who have a disability, as noted by the EEA (Marumoagae, 2012).

Marumoagae (2012) states that a number of discriminatory practices existed in South Africa in the past and many of these still persist today. These discriminatory practices related to race, religion, gender and people who have a disability. According to Du Toit (2006), the concept of 'unfair discrimination' developed from the early 1980's onwards. This development allowed employers to delineate the scope and content of defenses available to them when faced with direct or indirect discrimination. The definition of discrimination as cited by Nxumalo (2014) is 'treating people differently, negatively or adversely because of their race, age, religion, sex, etc.'. It is therefore reasonable to place the term 'disability' on the list of terms used as a basis along which people are being discriminated. Disability discrimination in the workplace falls under item 5.1.1. (i) of the Disability Code of Good Practice (2002), which states that a disability can be mental or social in nature. It can also be a combination of both physical and mental disabilities. For the purpose of this research, all disabilities will be considered. The discrimination of people who have a disability in the workplace remains one of the key challenges being faced by people who have a disability in the South African Labour Market (Marumoagae, 2012).

Under the South African Constitution (1996), people who have a disability are entitled to equality that is substantive. This includes the right to corrective actions being taken to overcome the effects of discrimination that has happened in the past. The development of

legislation that is anti-discriminatory must address past inequalities by ensuring equal opportunities and promoting the fundamental human rights of all people who have a disability (Integrated National Disability Strategy, 2015). With the Integrated National Disability Strategy, (2015) South Africa has committed itself to overcome the legacy of disability discrimination, especially in the workplace (Marumoagae, 2012). Marumoagae (2012) states that substantive equality will put injunctions in place to stop discrimination. However, the state needs to acknowledge that, on a practical level people who have a disability are not catered for in existing societal structures and in the labour market in particular.

Some practical challenges are related to the lack of measures being put in place in and around the working environment. These measures include access to public transport as well as physical access within the workplace such as adapting existing facilities to make them more accessible for people who have a disability. These measures also include adapting equipment, purchasing new equipment and organizing workspaces differently. Different accommodations and adaptations would need to be considered in respect of the disability that a person has. As stated in the Disability Code of Good Practice (2002) "if an applicant who has a disability is suitably qualified, an employer may make a job offer conditional on medical or functional testing to determine an applicant's actual or potential ability to perform the essential functions of a specific job" (Item 7.3 of the Disability Code, 2002). People who have a disability should therefore not be discriminated against based on lacking the knowledge or the experiences to participate in employment opportunities. They must demonstrate that they have the ability to acquire the skills needed to perform the tasks required and are afforded the training needed for the specific responsibilities they are being employed to undertake. The Disability Code of Good Practice (2002) clearly states that people who have a disability be accommodated through the provision of training, support and specialized supervision. This research further elaborates on the concepts put forward by Marumoagae in the areas of support, training and specialized supervision, specifically, with young adults who have a disability.

1.4. The Problem Statement

In South Africa and with specific reference to learners who have a disability, Sefotho (2015, p.1) stated, "more than two million South African children who have disabilities risk slipping through the cracks of education and employment without real guidance and support". Furthermore, he warned that 'disabled South Africans struggle to find jobs and are often vulnerable to being sacked or badly treated' (Sefotho, 2015, p. 1). Engelbrecht, Shaw, & van Niekerk (2017) support this claim by stating that the challenges that are facing youth who

have disabilities as they prepare themselves for the transition from secondary school education into adult employment are compounded by factors relating to transition planning and the services that are needed to make the process of transition successful.

Within the South African context, Horn (2006) states that the political dispensation, which led to socio-cultural and socio-economic transformation in South Africa since the democratic elections in 1994, did not immediately guarantee jobs for those graduating learners wishing to enter into the job market after school. Mouton, Louw and Strydom (2013) further state that the South African education system was under pressure to transform the education system in line with White Paper 3 (1997). The purpose of White Paper 3 was to address problems of equity, democracy, redress autonomy and efficiency (Elliot, 2005). White Paper 3 (1997) is a paper which outlined the framework of the changes that were required to realise the goal of the establishment of a National, coordinated system of higher education that would meet the learning needs of all South African citizens as well as the needs of South African society in respect of reconstruction and development.

The South African Education system is therefore expected to provide access and quality education for all. This claim was first asserted in Education White Paper 6 (NDoE, 2001) in which the Ministry made recommendations to education institutions to make provisions for all learners to ensure that their needs are met (NDoE, 2001). The South African Department of Education issued Education White Paper 6 in 2001. It is a framework policy around Special Needs Education and building an Inclusive education and training system. The document was written to elaborate on points made in White Paper 3 (1997) and as a response to the post-apartheid state of support services and special needs in education and training.

However, with reference to the data collected in 2011 by Statistics South Africa (Stats SA, 2014), the majority of people with severe difficulties across the functional domain were not attending secondary education. Only about a fifth of the people within this age group with severe difficulties were attending secondary education. There was a disparity to these numbers among the population groups. The greatest number of persons with severe difficulties attending secondary education were highest among the white population and lowest among the black population. Geographical location also made a difference to the results. Those people with severe difficulties in the rural areas marked lower on secondary school attendance than secondary school attendance of people with severe difficulties in the urban areas.

Concerning educational attainment, of the persons with severe difficulties 5, 3% had attained higher education, 24, 6% had some primary education and 23, 8% had no formal education (Stats SA, 2014). Information pertaining to youth who have a disability is not readily available. One of the reasons for this could possibly be that statistics about youth who have a disability are reported as being part of the general disability statistics. Employment statistics in South Africa for 2015 reflected 1.2% of the workforce as persons who have a disability (Department of Labour 2015). There was no indication in this report of the proportion of adults as opposed to youth who have a disability. Lindsay, McDougall, Menna-Dack, Sanford & Adams (2015) have noted that development efforts for young people have largely ignored youth who have a disability as studies have been mostly conducted in favour of adults who have a disability. This result had a direct impact on the ability for persons with disability to enter into the South African job market, as labour market absorption of persons who have a disability is low.

To ensure that the needs of persons who have a disability are met, South Africa has developed legislation and policy to overcome the barriers faced by people who have a disability in the labour force (Maja, Mann, Sing, Steyn & Naidoo 2008). However, the practical implementation of the legislation and policies posed difficulties. Based on mid-year population estimates for 2014, Statistics South Africa (Stats SA) estimated the mid-year population as 54 million. According to the 2011 census completed by Stats SA (2014) there was a national disability prevalence of 7, 5%. This did not include children under the age of five or persons with psychosocial and certain neurological disabilities. No reason for the exclusion was recorded.

Although legislation and policies have been put in place (Maja, Mann, Sing, Steyn & Naidoo, 2008) for young people who have a disability to gain employment, there is a risk that the learners have not been properly skilled for the tasks that may be required of them upon entering the work place (Horn, 2006). The youth are possibly in danger of being asked to leave or to be retrenched (Last in First Out), as they would be unable to fulfill the duties expected of them. The lack of specific literature and research available that addresses the issues that enable or constrain the successful transition of young adults who have a disability from special education to the workplace highlights the need for this research within a South African context. South Africa is a unique country based on its political and economic history. Therefore, unique methods of addressing and supporting young adults who have a disability who are entering into the workplace following their Grade 10, Grade 11 or Grade 12 year

need to be examined. This research initiates this process by exploring experiences and expectations of these young adults.

1.5. Purpose Statement

This research aims to explore the experiences of young adults who have a disability who are making the initial and preparation into the workplace from Grade 10, Grade 11 or Grade 12 (FET phase) at secondary schools in Johannesburg, South Africa, into the workplace. All of the schools that formed part of this research follow the CAPS Curriculum which is the National Curriculum and Assessment Policy Statement from the Department of Basic Education in South Africa. This study explores what guidance learners in high school receive and need to receive to prepare them for the work environment.

The research also looks at the perceptions that teachers in schools and employers in the workplace regard as necessary skills for young adults to make the transition successful. In light of the wider significance on disability research, this study extends understanding of the obstacles and opportunities that are faced by young adults who have a disability entering into the working environment from a secondary school.

The research will also enable employers of young adults who have a disability to understand the needs of the young adults so that they can put support systems in place to ensure a successful transition of young work seekers with a disability into the workplace.

1.6. Research Questions

1.6.1. Primary Question

What enables or constrains the successful transition of young adults who have a disability from secondary education to the workplace?

1.6.2. Sub-Questions

1.6.2.1. Sub-Question 1

What are the reflections of young adults who have a disability on their preparation and initial transition to the workplace?

1.6.2.2. Sub-Question 2

What barriers or enablers do young adults who have a disability report in their experience of the transition to employment and the employment itself?

1.6.2.3. Sub-Question 3

What do teachers in secondary schools regard as necessary for successful transition of learners who have a disability in the workplace?

1.6.2.4. Sub-Question 4

What do employers of young adults who have a disability regard as necessary to enable the young adults to make a successful transition into the workplace?

1.7. Significance of the study

It is only through understanding the experiences and perceptions of young adults who have a disability as well as the barriers regarding transition and employment, that I can make recommendations to support young adults transition into the working environment in a participatory and successful manner.

For teachers, knowledge of what is expected by employers in the working environment into which young adults who have a disability are entering, will enable curriculum development and delivery in line with meeting these needs in relation to the National Curriculum and Assessment Policy document.

Recommendations for employers are also a key aspect as they will have an understanding of the experiences and expectations of the young adults and are able to put structures in place to ensure support is provided. People who have not necessarily worked with young adults who have a disability will benefit from learning about disabilities to be able to address these deficits in the working environment. It is the responsibility of these employers to gain a working knowledge of the young adults and how their transition can be addressed practically in the working environment in order for them to be considered an integral and important member of the workforce.

1.8. Definition of key concepts

Key concepts are defined as follows.

1.8.1. Disability

The debate on the specific use of terminology used to define disability is complicated by the fact that definitions vary across countries and continents. Disability as defined by the

International Classifications of Impairments, Disabilities and Handicaps (ICIDH) is a 'restriction or loss subsequent to an impairment' (World Health Organisation (WHO), 2001).

Disability is an umbrella term that covers impairments, limitations in activity and restrictions on participation. A limitation in activity is difficulty with executing an action or task, an impairment is a difficulty with body structure or function and a restriction of participation is when an individual experiences problem when involved in life situations. (World Health Organisation (WHO), 2001).

Disability is a physical or mental condition that means you cannot use a part of your body completely or easily, or that you cannot learn easily (Oxford English Dictionary, 2020).

1.8.2. Transition

Transition is the passage or passing from one place, action or condition to another (Al-Yateem & Docherty, 2015). The Oxford Dictionary definition of 'transition' is 'The process or a period of changing from one state or condition to another' (The Oxford English Dictionary, 2020). As a Noun, a transition is a movement, passage or change from one position or state to another. People experience transition many times over throughout their lives, as they transition from one experience to another. As a Verb, a transition means to change from one state of being to another. Conceptual research completed by Anderson, Goodman and Schlossberg (2012) place transition within the perspective of adulthood.

Schlossberg (1981, 1991) asserts that there are two types of transitions. One is the expected or scheduled events that are very likely to occur for an individual and can be anticipated and, to some extent, rehearsed. The second is the unanticipated transition that is a non-scheduled event that cannot be anticipated or predicted. Schreiner, Louise and Nelson (2020) further re-iterate that all transitions are composed of an ending, a transition zone and a new beginning.

Transition provides the tools that can be used to identify a personal developmental chronology. Despite the various meanings of the word 'transition', the concept of transition implies a movement or change in a particular direction (Al-Yateem, et al, 2015). Pertaining to this research, the term transition is a process that results in a change in relationships, one's routines, roles and assumptions (Anderson, Goodman & Schlossberg, 2012).

Chapter 2. Conceptual framework

2.1 Introduction

This chapter discusses the conceptual framework within which the research is located. This is the capability approach to disability. The chapter will begin with an overview of the models of disability where both the medical and the social models of disability are discussed. In this chapter, I will also discuss disability research and alternatives to the medical model of disability and the social model of disability.

In research, the underlying context of assumptions must be carefully formulated to guarantee the validity of the claims being made. The conceptual framework is the tool that is used to organise ideas and make conceptual distinctions. It is a system of concepts, expectations, theories and beliefs that supports as well as informs the research (Miles, Hubermann & Saldana, 2013). A strong conceptual framework is therefore a key part of the research design. Miles, Hubermann & Saldana (2013) define a conceptual framework as a written or visual product that explains key factors of the study and the presumed relationships among the key factors.

The central focus of this research is disability. I first looked at the medical and social models of disability and the differences between them in order to locate my research. Despite the fact that they inform a large part of this research as they are each critical in researching disability, neither satisfied the way in which I intend the study to go forward. I then investigated the Capability approach to disability as described by Terzi (2008). The capability approach to disability, as used in education, provides a framework for the assessment of human development that is normative with the key idea of the capability approach being that the focus of social arrangements should be on expanding the capabilities of people (Walker & Unterhalter, 2007). In the section to follow I will begin with the medical and social model of disability. The capability approach is discussed more extensively here.

2.2. Models of disability

The choice of model against which this research is based has a strong influence on setting the parameters within which people who have a disability are viewed. It creates the boundaries within which the researcher asks the question of what enables or constrains the successful transition of young adults who have a disability from secondary education into the workplace.

Historically there are two primary models of disability, the social model of disability and the medical model of disability. It was imperative that due consideration be given to both models of disability before moving to current research. These conceptual models are important to helping us understand disability discrimination as well as providing a framework for interpreting different notions of disability (Cantor, 2009)

Models are like prisms or lenses through which people observe and experience the world. Any object presented can be looked at from many angles, in different ways and under different conditions (Finkelstein, 2005). Finkelstein (2005) goes on to say that, a good model can help us to see something that is not immediately clear as the model can provide the researcher with different viewpoints and lenses through which to observe the data. This multi-dimensional sense of reality can trigger insights that may perhaps otherwise not have been developed.

2.2.1. The medical model of disability

In the 1980's (World Health Organisation, 1980) the medical model of disability was the most dominant model as it had its foundations in groundbreaking advances in medicine and science (WHO, 1980). This gave professionals in the medical profession the tools needed to provide intervention for people who have a disability. These tools translated into professionals having the power and influence to dictate the lives of individuals who have a disability (Clapton & Fitzgerald, 1997). Finkelstein (2005) stated that throughout history people have striven for perfection and subsequently intervened in fixing or improving physical disabilities or imperfections. Under the medical influence, political disenfranchisement and material deprivation towards people who have a disability continued unchecked. At the same time, social stigmatization and institutional discrimination were exacerbated through segregation (Humphrey, 2000).

With this focus on the difference and imperfection or disability, the medical model of disability has used the discourse of the word 'problem'. By definition, the term 'problem' as used in the medical model of disability, defines people who have a disability and the disability itself as being negative and needing correction. The medical model of disability takes the view that disability is therefore a problem that is owned by an individual who has a disability and impacts on others 'normality'. The body is diseased (McDougall, 2006). The medical model of disability assumes that people who are labeled as having a disability therefore have a problem (Shriner & Scotch, 2001; Corker & Shakespeare, 2002; Reid & Valle, 2004). Due

to this ‘problem’ Doctors and Therapists present people who have a disability as being passive participants with no say in the identification of or intervention for their own treatment (Longmore & Umansky, 2001).

In the medical model of disability, disability is seen as a deficit. Disability as a deficit relies upon expert knowledge as used by medical doctors and therapists to remediate differences in people who have been labeled as having a disability (Gabel, 2009). A person is labeled as having a disability due to his/ her individual impairments and the traits of behavior and functioning that they demonstrate. Medical intervention is recommended to help the individual to adapt to the demands of society. In the health profession, disability as a deficit notion pathologises difference (Gable, 2014). Health care professionals have the knowledge to remediate the differences in people who have a disability (Bricher, 2000). Doctors and therapists have thus become the adjudicators of the resources needed to ‘remediate’ the person with a disability. In addition, and relevant to this research, subconsciously in a work environment people with a disability are valued less as they are not or do not appear to be economically productive. Under the banner of the medical model of disability this has contributed to the oppression that people with a disability experience (Anastasiou and Kauffman, 2013).

2.2.2. The social model of disability

In contrast to the medical model of disability, argues Fairclough (2003) is the effect of the negative perceptions that people have about people with differences and the subsequent effect of restrictions of activity and privilege. People who have a disability are perhaps positioned as having less power than people who do not have a disability (Fairclough, 2003). The social model of disability was developed as a reaction to the medical model of disability. In the early 1900’s, the term ‘social model’ became the term of choice among those conducting studies in disability (Gable, 2014). In the social model of disability, more pro-active thought is given to how people who have a disability can better participate in activities on a more equal footing with people who do not have a disability. The social model redefines disability in terms of repositioning people who have a disability as citizens who have rights. (Humphrey, 2000).

Disability is therefore a construct that is power laden and upholds the privileges experienced by the abled majority within a society. There is, however, another model of disability that ascribes more responsibility to the society and community in which the person

with the disability lives. This is the social model of disability. The social model of disability was developed mainly by people who have a disability in response to medical hegemony that has been paramount in shaping their lives (Bricher, 2000).

In the social model, the disability movement has proven to be a fundamental challenge for the human sciences and, in particular, medical science as the focus is on what one 'can' or 'cannot' do, tending to ignore the barriers that society has imposed on people who have a disability (Shakespeare & Watson, 1997). The social model of disability bases its premise in the belief that society is responsible for disabling people through a societal design in which everything meets the needs of members of the society that do not have disabilities (Gabel, 2009). There is in fact a great deal that society can do to reduce some of the disabling (sic) barriers that have been put in place. The responsibility for the disability is therefore on society and not the person with the disability. 'Disability' in this model is something that is imposed that unnecessarily isolates or excludes a person from fully participating in society (Kanter, 2015).

This, disability cannot be understood without first dealing with its epistemology. The boundaries of knowledge need to be rigorously opened to debate and questioned to search for openings in the models wherein society can be restructured in a way that is not disabling and in which all people can compete on an equal footing. According to Kanter (2015), one of the difficulties with the social model is that society more readily adopts and adapts the model when providing intervention for people who have visible disabilities. However, society is not as accommodating of people who have disabilities that are not immediately evident/ visible or are not fully understood (Kanter, 2015). Being deaf is an example of one such case of invisibility. One of the more positive defining factors of the social model is that the individuals themselves have personal experience and insights into their particular disability and have the ability to inform caretakers of their specialized needs and expectations.

On a meta-cognitive level, the social model of disability is a progressive concept that is embedded in social constructionism, which states that disability is a social construct, existing within a complex network of shared meanings, discourse and the specific limitations imposed by an environment that is transient in both space and time (Gable 2014). Advocates of this model of disability suggest that complex ingrained perceptions, unconscious bias and attitudes that exist should be challenged within the constructs of the law in order to improve the care that people with a disability receive (Goering, 2010).

An important aspect to this research is the appropriate language use. Appropriate language use appears to rest in the meanings that have been ascribed to individual words (Linton, 1998. & Morris, 1997). Historically derogatory terms for disability must be removed when talking about people who have a disability (National Youth Leadership Network, 2006). The terminology that society uses to categorize people who have a disability affects the way in which people who have a disability are perceived as well as the way in which people who have a disability perceive themselves (Zola, 1993). The dynamic nature of language related to disability sees significant change in language used over a relatively short space of time. Over time, language used in relation to any concept tends to acquire that concept's emotional impact. Neutral words become laden with meaning and change attitudes towards the people who are seen to 'characterize' the words used (Foreman, 2005).

2.2.3. *Beyond the Social and Medical models of disability*

In an effort to reconcile the debate between the Medical Model of Disability and the Social Model of Disability, Stephens (2011) advocates for an understanding of disability that is more nuanced, stating that the construction of disability identity may be neither completely medical nor social, a *via media* (the middle way). The social model of disability can be discussed as a social interpretation (Finkelstein, 2001). Social interpretation refers to the steps that are taken in making sense of a complex situation. Gabel (2004) agrees with Finkelstein. Gabel states that social interpretation of disability is a more inclusive and far-reaching representation of disability studies. Gabel (2004) goes on to explain that the social interpretation of disability is used to refer to a wider array of disability theories in disability structures.

Within the social interpretation of disability Gabel (2004) states that a more inclusive perspective of disability is needed as well as further research into the concept of social interpretation. The medical model of disability and the social model of disability share common ground with important approaches that have been developed in the field of inclusive education. Davis & Florian's (2004) 'individual pupil' approach is encompassed in a medical model that talks about a learner's inability and inadequacies and the responsibility of the community to meet these needs (Booth, Ainscow, Black-Hawkins, Vaughn & Shaw, 1999). This raises issues that are similar to those that are being addressed in a social model, which identifies individuals who have barriers to learning because of their environment. Gabel (2004) suggests that there is a place for both the social model of disability and the medical model of disability in the social interpretation model of disability.

There remains further scope for research into the models of disability. When conducting research into the medical model of disability and the Social model of disability Shakespeare and Watson (1997), suggested that the medical model be resurrected and tailored to include the important tenets of the social model. When the social model is faced with the resurrection of the medical model in the guise of psychology, psychiatry and sociology, it needs to be vigorously defended (Shakespeare and Watson (1997). Humphrey (2000) goes on to say that the statement made by Shakespeare and Watson (1997) indicates that the social model is not without flaws and indicates that the community of people who have a disability would welcome further research.

There is a valid alternative to using neither of the disability models in their entirety (Terzi, 2008). The capability approach as developed by Sen (1992) has been advocated by Terzi (2005, 2008) to answer questions that have been raised about disability education. The capability approach is a theoretical framework in its own right that provides a different lens through which transition for young adults with a disability in the workplace can be viewed. Terzi's (2005) argument consists of two parts. The first part is that the 'capability' approach (Terzi, 2008) is a representation of disability in terms of both social and medical factors. The second part takes into account the recognition of difference of the capabilities approach in a framework that aims for equality and justice. Terzi (2008) argues that the perceived duality of social and individuals is artificial and leads to unsatisfactory and limited conceptualizations of disability and special needs. According to Alkire (2005), the capability approach provides clarity about the objective of intervention. As with the medical model of disability and the social model of disability, the capability approach is not without its flaws and there had been critique surrounding the operationalization of the capability approach (Alkire 2009, Chiappero-Martinetti & Roche 2009). With this in mind one needs to investigate how young adults who have a disability experience life events, how they express what they have experienced and the importance ascribed to each of these events (Walker & Unterhalter, 2007).

2.3. The Capability Approach

Capabilities are the real opportunities and freedoms individuals have to achieve functionings, a way of carrying out a task, that are valued by them. Sen (1992) describes capabilities as various combinations of functionings that an individual is able to achieve. A capability is

therefore a reflection of a person's freedom to choose from possible ways of living their lives, to lead one type of life or another (Sen, 1992) depending on what accommodations are available to people who have a disability.

The three most prominent features of the capability approach are

1) the assessment of the well-being of the individual with regards to the environment they are entering into,
2) the assessment and evaluation of any social arrangements in the environment in which the individual will be expected to work and
3) proposals and policies around social change regarding transition within societies.

The capability approach places a high priority on people's beings and doings and the opportunities they have to realize their beings and doings.

One of the keys of the capability approach is that it proposes an alternative space, which includes the opportunity for people who have a disability to use the abilities they have in a way that benefits them in their environment, socially and in society (Alkire, 2005). The capability approach, when fully developed, has the scope to appreciate all changes in a person's life, ranging from relationships to employment opportunities and various valued activities. The formulation of capabilities has two parts. These are the functionings and freedoms of individuals. Functionings refers to valuable beings and doings and is representative of multiple, diverse aspects of life that people value. Functioning is ''the various things a person may value doing or being'' (Sen, 1996a, p.75). A person's functioning is therefore achieved when, at any given time, he/she has successfully pursued and realized a particular function. Freedom within the capability approach is the freedom to bring about achievements that the individual considers valuable (Alkire, 2005). Therefore, capability combines functioning and freedom. Social arrangements could be accommodated according to the individual's values and the extent of freedom the individual has in order to achieve (Sen, 1992, 1996b). Fundamental to the capability approach in the assessment of equality, is what people are actually able to do and how this relates to the opportunities that are offered to people who do not have a disability (Nussbaum, 2000) resulting in the set of capabilities that an individual has. This allows people to pursue their own individual well-being and helps them to plan their life based on their individual choices (Robeyns, 2005).

The capability approach is a normative framework that can be used to address challenges faced by young adults with a disability who are making the transition into the workplace. It has been designed specifically for the assessment of inequality, poverty and the design of social institutions (Sen. 1992). The capability is concerned with which elements social institutions should aim to equalize. Two further avenues of enquiry leading from the 'equality of what' question are related to the space in which equality could be assessed as part of further research into the tool or kind of measurement that could or should be used to compare people's relative disadvantages or advantages. Within the capability approach, social arrangements and equality should be evaluated in terms of the real freedoms people have in order to achieve the functionings that are necessary for their well-being. It maintains that the assessment of equality is based on people's freedom to choose from valuable functionings.

The capability approach also develops the ability to act in the world. Sen (2003) ascribes a central role in his indirect curriculum to an individual's powers of critical reasoning as a political and moral operative. Critical reasoning can be developed in a capability-friendly environment, which further develops collaboration of a group working towards supporting a collective agenda. In this research, the collective agenda is the successful transition of young adults who have a disability from secondary education to the workplace (Nussbaum, 2011).

The capability approach provides two main insights into disability (Terzi, 2005). The first insight concerns how people think of impairment and disability and how we represent impairment and disability as being aspects of human diversity. The second insight leads to considerations around the centrality of human diversity when evaluating people's advantages or disadvantages. This therefore entails the accommodation of disability that is in relation to the patterns of freedom in terms of justice. These insights provide an important framework for the purposes of educational research to enable the reconceptualising of impairment and disability (Terzi, 2008). The insights discussed allow for the overcoming of the duality of the social and medical models of disability. Instead, disability is viewed as being inherently relational. The capability approach creates an insight into the relationship between disability and the designing of social, environmental and societal arrangements that can be placed in an ethical framework. (Terzi, 2005). The entitlement of people who have a disability is based on their effective freedoms, which are in effect their capabilities for well-being.

Terzi asks the question "what does Sen's capability approach offer to the understanding of impairment and disability?' (Terzi, 2008. p252). Impairment is a feature of an individual

that may affect certain functionings, which can, in turn, become a disability. Disability is seen as a restriction in functioning. A restriction in one functioning can result in a restriction of many functionings. This results in a narrower range of ability (Terzi, 2005). Disability is therefore conceptualized as a limitation on capabilities in respect of impairment and the design of social and environmental arrangements.

The capability approach reconceptualises disability by relating to its specific and complex understanding of human heterogeneity. Human heterogeneity encompasses personal, circumstantial and external elements. This allows for the conceptualization of disability as emerging from the integration of social, personal and circumstantial factors. Disability is therefore seen as being relational to the impairment and the design of the social institutions (Terzi, 2008). Furthermore, Terzi (2008) states that the capability approach has an innovative potential with regards to current understandings of disability as defined in the medical and social models of disability and how this relates to assessing equality of people with diversity in the space of capability. The interlocking of social, personal and circumstantial factors has the advantage of overcoming the current understanding of disability and impairment as either being socially or biologically determined. The reconceptualising of impairment within the capability framework therefore provides me with a framework that allows for further development in terms of the functioning and capabilities of the young adults who are participating in this study. Before using the capability approach in research, appropriate objectives for the purpose of the development of interventions is related to what people value and have reason to value (Alkire, 2005).

Human capabilities (Robeyns, 2006) provides a rich view of what it means to be human. Its imagines humanities' rich and ethically inclusive goals for development. Considering education from a capabilities approach encourages policy makers to base their thinking on what human beings require for a flourishing life (Nussbaum, 2011). Interventions must promote a range of incommensurable goods that are diverse in nature. They must involve the unfolding and development of human capabilities (Nussbaum, 2011) towards a life of dignity. Education should help to develop the best selves of people (Noddings, 2013). Education contributes to the capabilities opportunities (Sen, 1999 & Nussbaum, 2000) to enable people to live in ways that the individual and society would find to be productive, meaningful and rewarding.

People who have a disability should have access to the positive resources necessary for them to be able to make choices that matter to them. Inclusion within the educational system is important, as it is in this setting that resilience, knowledge, motivation, confidence and navigation skills can be acquired. Basu (2006) considers resilience, knowledge, motivation, confidence and navigation skills in light of how education would contribute to this. Human capabilities provide a rich view of what it means to be human. It imagines humanly rich and ethically inclusive goals for development. Considering education from a capability model encourages policy makers to base their thinking on what human beings require for a flourishing life (Nussbaum, 2011).

The basic tenets of the capability approach show a sensitivity to the importance of the labor market and jobs concerning a person's well-being. Youth unemployment can take a high toll on young adults who are in the working environment or who are about enter into the working environment. Human capital is key in generating the skills and competencies which are needed to allow for an expansion around capabilities. This enhances the possibilities for genuine choices when it comes to entering into the labor market (Walker, 2012).

In summary, the capability approach looks at re-situating human beings and their well-being as the end concerns of social and economic processes. The capability approach is founded on the intrinsic dignity of freedoms of humans and people's ability to be the center subject of their own lives. It seeks to re-establish the ethical foundations of social sciences and allows for a wide range of applications and interpretations (Deneulin & McGregor, 2010).

2.4. Theory of Change

Theory of Change is a methodology that is used for the planning, participation and evaluation of an event or a series of events in order to promote social change, with particular reference to people who have a disability (United Nations. 2016). It defines long-term goals as an initial task and then maps the process backwards to identify necessary preconditions. This method explains how a given set of interventions or even one intervention is expected to lead to a specific change. The perceived change is based on the evidence that is available relating to previous changes in behaviour (United Nations. 2016). In 2016, the United Nations decided on the use of the "Theory of Change" through which the UN social development systems could function. The important role and advantage of a UN system that was adequately resourced, coherent, relevant effective and efficient in supporting the achievement of sustainable development was required. (UN General Assembly. 2015. Para 44). Particular

importance was placed on strategic planning, implementation and reporting across the entire system in order to ensure that support is integrated and coherent. (UN General Assembly. 2015. Para 88).

There is no single definition of what a Theory of Change is, or should be. The definition of a Theory of Change is developed and evolved to suit and support the views and needs of those involved in the process and development of the purpose for which the Theory of Change is being developed. There are, however, some criteria that are necessary at the very core of the development of a Theory of Change. (Vogel, 2012). The central hypothesis of the Theory of Change is that systems must more effectively function as a whole and integrated system on every level of development and implementation in order to achieve results that are strengthened and have a larger impact. A Theory of Change model therefore uses cause and effect to link activities to changes that are being targeted to change. It provides a model of how a programme is supposed to work by providing tactics and strategies that are deemed necessary for the achievement of the desired outcomes. (Vogel, 2012).

Knowledge about and the use of 'Theory of Change' model is necessary for accomplishing how the change from one state to another will be accomplished (Ash & Lorenzi, 2017). A Theory of Change draws on the research, practice tools and theoretical perspectives of a diverse mix of sociology, psychology and social psychology (Painter, Hynes, Mays & Glanz, 2008). A Theory of Change model bridges the divide between research, theory and practice and can successfully be used to address the difficulties faced by young adults who have a disability who are transitioning from school to the workplace. By understanding the 'why' around the difficulties experienced, I apply the 'Theory of Change' to work on the praxis of 'how'.

The 'how' is provided by McLaughlin and Mitra (2001) who give us six stages of change that integrate cognitive and behavioral processes. Although Prochaska and Velicer's (1997) model may seem a little outdated, it is still used as a reliable model upon which the Theory of Change can be predicated. The six stages of this model are; 'precontemplation'; 'contemplation'; 'preparation'; 'action'; 'maintenance' and 'termination'. Precontemplation is a lack of awareness of the need to change. Contemplation is the recognition and growing awareness of a need to change and the process of acquiring information about existing problems and actions that could be taken. Preparation requires a degree of introspection about

the decision to take the necessary steps to implement actions to accommodate change. It is also a time of re-affirmation of the need and desire to implement change actions.

These initial processes culminate in action wherein the practices needed for successful change are implemented. Thereafter maintenance and consolidation of the actions that have been implemented occurs. Termination occurs when former unsuccessful activities are no longer being practiced and the desired change has occurred. Ash and Lorenzi (2017) have worked on adaptations of a Systems Model for Change by Kurt Lewin in 1958. Their adaptation makes provision for the transitional component between each phase. They caution against jumping from one stage to the next and recommend a gradual and carefully planned progression from one stage to the next. A search across journal articles reveals that Theory of Change is being investigated across the disciplines including such fields as agriculture.

The Theory of Change can be successfully applied to the process of transition by providing the framework for transition using the six stages of change. A strong framework for transition would reduce barriers to the transition of young adults who have a disability into the workplace. It would plan for positive outcomes.

A review of the literature in the areas of the Capability Approach, transition, disability and the Theory of Change provides us with a solid theoretical foundation on which to build the methodology around what enables or constrains the successful transition of young adults who have a disability from school to the workplace.

Chapter 3. Literature Review

3.1. Introduction

The capability approach (Terzi, 2008) offers an approach to engaging with disability. The strength of this model is that it explores the functions and freedoms of people who have a disability. In terms of making a transition, the researcher looked at the aspects around what enables or constrains the successful transition of young adults who have a disability from school to the workplace, which also allows the researcher to work within the capabilities approach and review both conceptual and empirical literature. When working with young adults who have a disability, entering into the workplace, the issue of being prepared for the transition is raised as important (Chapman, Laird, Ifill & Kewal Ramani, 2011). For this reason, transition theory also needs to be explored. In this chapter, a review of the literature with regards to the history of disability protocols and legal protocols will be presented then research in the field of school to work transition will be discussed along the theory of change/ transition.

3.2. Researching Disability and Inclusion of People who have a Disability

Nussbaum (2006) suggests that the use of the capabilities approach engages in and responds to a social contract theory that can be presented as an approach for human rights. The capabilities approach is therefore a social approach concerning basic entitlements (Nussbaum, 2011). Nussbaum (2006) advocates for promoting a life with dignity within a political, social and economic context. Dignity is essential for humans to flourish and develop. Nussbaum especially advocates for vulnerable children and young adults who have a disability to have their needs for "care, education, self-respect, activity and friendship" (Nussbaum, 2006, p98) met. A society that is just would support full participation and inclusion for young adults who have a disability in all areas including education and the workplace. The capability approach is proposed as an approach to human rights and social justice (Nussbaum, 2011) when centralized around ten capabilities for young adults who have a disability. These ten capabilities (not ranked) are: life, bodily health, bodily integrity, senses, imagination and thought, emotions, practical reason, affiliation, play and control over one's environment. These centralised capabilities propose a social minimum for a life of equality and conditions of social justice (Nussbaum, 2011).

With research into disability, whether one uses the capability theory or has a different approach, it is difficult for a health professional who does not have a disability to find a rightful place (Bricher, 2010). There are people that believe that only people who have a disability have a right to conduct disability research. They also believe that people who do not have a disability have no right to conduct such research and should refrain from doing so (Humphrey, 2000). For a percentage of researchers who do not have disabilities and who are doing research into disability, it is felt by people with a disability that their lack of personal experience results in their contribution to this field of study lacking authority as they do not have the lived experience of having a disability (Mertens & Ginsberg, 2009). Researchers in the field of disability who do not have disabilities need to be fully conversant with the concepts of disability and mindful of their research to ensure that their contributions are recognized as being beneficial to people who have a disability.

The aim of research is to develop an understanding of what is being researched towards developing recommendations that are beneficial and advance the people being researched. It therefore makes sense that the reality of people who have a disability is taken into account when conducting further research in order for the implementation of recommendations to be both practical and attainable to people who have a disability. Marion Corker (1999), an academic and psychologist in the field of disability studies, aimed to develop a social theory of disability that came as close as possible to explaining the reality of people who have a disability. Disability study approaches have tended to be too focused on theory and seemingly unconcerned with putting the theory into practice. Oliver (1999) encouraged the development of disability research that seeks not to perpetuate oppression, but rather to promote empowerment and autonomy for people who have a disability. There are two distinct paths that disability in research needs to take with reference to this research. The first is the secondary school educational journey that is undertaken by the disabled young adult. The second is the employment of young adults who have a disability.

3.2.1. Disability

Defining disability is a difficult task as it is a multi-faceted concept that represents the relationship between any individual and their environment. A typical definition is that a disability is a limitation in functioning that stems from the presence of a mental or physical impairment, referring to what is ‘internal’ to the individual. What makes the definition complex is that an individual may be limited or impaired in one environment and may not be

impaired if the components of that environment are modified, referring to what is 'external' to the individual (Wittenberg, Golden. & Fishman, 2002).

The Individuals with Disabilities Education Act (IDEA, 2004) definition of a disability is a disorder in the basic psychological processes that are involved in using or understanding written or spoken language resulting in difficulties with listening, speaking, thinking, writing, spelling or doing mathematical calculations. The specific disorders that are included under the banner of disabilities are perceptual disabilities, minimal brain dysfunction, brain injury, developmental aphasia and dyslexia (Kavale, Spaulding, & Beam, 2009).

Disabilities have been discussed in section two with reference to the social model of disability and the medical model of disability. Reid and Valle (2004) state that it is enough to know that disabilities exist and that learners who have a disability tend to struggle at school. Reid and Valle (2004) question naturalized and conventional ways of how people think about difference in order to balance intellectual grounding around understanding why learners fail at school and the decisions that are made for learners with learning based on those understandings. Difference is reported using a determined terminology.

In line with the medical model of disability learners who are seen to be at risk of having a disability are assessed using individually administered tests which are recognized by the medical community as being valid, reliable and standardized (The British Psychological Society, 2000). These tests are based on the performance of an individual with a result of more than two standard deviations below the mean of the population denoting that the learner has a disability (The British Psychological Society, 2000). One commonly used assessment for disabilities is the Wechsler Intelligence Scale for Children (WISC) (Wechsler, Kaplan, Fein, Kramer, Morris, Delis& Maelender, 2003). Learners are assessed, scored according to standardised norms and labeled according to the areas of weakness garnered from the results of the assessment. The labels are then used to help health professionals to decide on the intervention required (Bricher, 2000). The standardised tests therefore collect quantitative data and are empirical in nature.

In order to address issues of standardised assessment and the implementation of support in state schools in South Africa, the Screening, Identification, Assessment and Support Strategy (2008) was introduced. The SIAS (2008) strategy was compiled by the

Department of Education in response to the implementation of White Paper 6 (2001). The White Paper 6 was written by the South African Education Department (Department of Education, 2001) with the central objective of extending policy frameworks within policies which were already in existence for all bands of education and training. This was implemented so that the South African training and education system would recognize and accommodate a diverse range of learning needs. Learners who have any type of disability experience barriers to gaining access to education.

Every person living in South Africa, whether they have a disability or not, has the right to basic education within which various accommodations have been made to address a wide range of learning needs. The SIAS (2008) strategy provides clear guidelines for the enrollment in special schools and state schools through the screening, identification and assessment of barriers to learning. This policy framework is completed to facilitate the implementation of support. The aim of SIAS (2008) is to respond to the needs of all learners in South Africa, including those learners who are likely to be marginalised or excluded.

Whilst the standardised assessment of learners to assess whether they have a learning disability or not has been in practice for a long time, there is an alternative form of assessing learners for disabilities that is more in line with the aims of the SIAS strategy (2008). Operational definitions can be used as a way of describing a person with a disability (Kavale, Spaulding, and Beam, 2009). Operational definitions are made according to significance and meaningfulness. It is a statement that describes how a condition can be recognized and what to do or observe regarding the condition. Operational definitions are based on constructs that cannot be directly observed and are used to explain behavior (Kavale, Spaulding, and Beam, 2009). The assessment and diagnosis of disabilities is a complex matter. The combination of difficulties in cognitive and physical functioning is unique to each individual and the impact experienced can be severe (Santos, 2012).

Ferri (2004) urges researchers in the field of disabilities to acknowledge, “There are no types of learners, but rather, all learners are different in different ways” (pp512). The differences are not static; rather they are fluid and change between activities and environmental situations. Artiles (2004) in his analysis of the article presented by Reid and Valle (2004) concurs that work within the foundations of disability develops the implications for practice. He further urges that minority learners be fully represented when discourse into disabilities is undertaken. Therefore, the needs of young adults who have a disability and an

acknowledgement of their diversity is crucial in ensuring that transition into the workplace is a successful experience.

The field of disabilities as noted from above is complex and many academics have grappled to define the field of study. The literature review has revealed a number of definitions relating to disabilities and how a disability is diagnosed. However, in this study I will use the definition as provided by the World Health Organisation (2011). WHO defines disability as

'an umbrella term that covers impairments, limitations in activity and restrictions in participation. Impairment is defined as a problem in body structure or function. A limitation of activity is the difficulty experienced in the execution of a task or action and a restriction in participation is the difficulties experienced by the individuals in life situations. Disability is a complex phenomenon that reflects the interaction between an individual and the society in which they live' (2011).

WHO purports that in order to overcome the difficulties faced by people who have a disability; interventions to remove social and environmental barriers are required. Oliver (1990) states that professionals choose to use the Australian people-first term 'people with disabilities' to put the person first.

Part of the journey that is undertaken by youth who have a disability is that the inclusion of the youth within the educational setting, whether in be in primary or tertiary education, has repercussions for them later on in life when they have left this environment and have moved, transitioned, into another environment. We must look at the impact that inclusion has for young adults. Following is look at the development of inclusion including the historical development of inclusion in South Africa and internationally. Included is the development of early inclusion frameworks; inclusion in the United States and Great Britain; UNESCO's contribution to inclusion; The Salamanca statement; The Convention on the Rights of Persons who have a disability; inclusion in developing countries and specifically, inclusion in South Africa with regards to White Paper 3, White Paper 6 and the SIAS document.

3.2.2. Inclusion in Education

In this section, I present the history of inclusion and the progress made in inclusive education in South Africa. To do that, I look to the literature available on the history of inclusion as written from an international as well as a South African perspective. Inclusion is viewed as the result of a social movement, which is connected to social reforms and policies that have been set in place as a reaction against the inequalities of excluding anybody from attending mainstream education based on race, religion, economic status, sex and the presence of a disability.

3.2.2.1. The development of early inclusion frameworks

At the forefront of Inclusive Education are human rights (Forsythe, 2009). Recognition of human rights means that everyone has a set of rights which are based on the grounds of being human, irrespective of any differences which sets them apart from anybody else. The human rights movement emerged in the 1970s, notably in Eastern and Western Europe, the United States and Latin America, but had its roots as far back as the Universal Declaration of Human Rights in 1948 (Forsythe, 2009).

3.2.2.2. Inclusion in the United States and Great Britain

On the heels of the Universal Declaration of Human Rights in 1948, the United Nations continued to encourage developing and developed nations to be aware of human rights, especially concerning education. In The United States, policy reform towards inclusion began in the mid-1950s, according to research compiled by Booth, Ainscow, Black-Hawkins, Vaughan and Shaw (2000). Two of the events leading up to the reform were the 1954 Supreme Court decision, which was on the racial disintegration of schools, and the 1975 passage of the Education for All Handicapped Learners Act (EHA). In the mid-1980s, there was a call for the EHA act to be reformed further. In the early 1990s the Americans with Disabilities Act was restructured. This was done in an effort to overhaul American schools and policy of exclusion. From the late 1970s and through the 1980s, the premise of mainstream in schools was based on the belief that students who experienced barriers to learning need to be separated from regular mainstream classes in order to receive special instruction in a special environment. In the 1990s, the United States embraced inclusion because a learner was presumed to belong in a mainstream education environment that he/ she would be attending had there been no evidence of barriers to learning (Booth et al., 2000). Farrell and Ainscow (2002) stated that the field of inclusion was one that had been a fairly

new development across the world. This development was unevenly staged across the different governments as it involved processes through which each government had experimented with various ways in which the needs of learners with barriers to learning could be addressed.

Great Britain embraced the framework of inclusive education and had been actively working towards a fully inclusive and integrated education system for the past twenty years (Farrell & Ainscow, 2002). There was, however, a continued debate amongst academics in Great Britain over policies that had been put in place for those learners who, traditionally, would have fallen within the realm of having barriers to learning. These learners would then have been defined either as having a special educational need, or as having a disability.

3.2.2.3. UNESCO's and inclusion

At the World Conference in 1994 on Special Needs Education in which the Salamanca Statement and framework on special needs education was adopted, The United Nations Educational, Scientific and Cultural Organization (UNESCO) urged all governments to make inclusive education their highest priority as well as making it a budgetary priority. This was to urge governments to improve the state of their education system to ensure that all learners would be included in their education system regardless of their individual differences or difficulties. The motivation behind this inclusive orientation within education was that it was believed to be the most effective way to combat discriminatory attitudes, thus creating opportunities, building an inclusive society and achieving the goal of education for all (UNESCO, 1994).

In this international framework, (UNESCO) spoke to well-developed countries and those that were still in the process of developing a sound education system. With the specific focus on education, developing countries were encouraged to concentrate their efforts on developing specialized services and inclusive schools that were necessary to enable them to serve youth and learners, focusing on teacher training in special needs education. (UNESCO, 1994). The definition of inclusion as provided by UNESCO is

"Those with special educational needs must have access to regular schools, which should accommodate them within a child-centered pedagogy capable of meeting these needs". (UNESCO, 1994, viii).

Farrell and Ainscow (2002) define inclusion in the context of an educationally inclusive school in Great Britain as being a school in which the 'teaching, learning, attitudes and achievements of every young person is important'. All learners are important and should be treated with equality. Learners should have access to education regardless of their differences, needs and barriers to learning.

3.2.2.4. The Salamanca Statement

The Salamanca Statement (1994), a UNESCO document, is widely used as a tool for informing educators about inclusion and how inclusion should and could be adopted within the education system and the school environment. The Salamanca Statement required new thinking in special needs education. It specifically focused on the promotion of inclusion through the development of teaching and learning strategies in order to bring about an equalisation of opportunity. This would be done so that those with special educational needs would be provided with the opportunity to achieve educational progress and optimal social integration. The Salamanca Statement brought the focus even closer to the school environment, stating that the most fundamental principle of the inclusive school was that 'all learners should learn together, wherever possible, regardless of any differences or difficulties they may have' (Page 7). Inclusive schools were tasked with the responsibility of recognizing and responding to the diverse needs of all the learners in the school. Accommodations were to be made for different styles of learning and rates of learning, whilst making use of curricula that were more appropriate, differentiated teaching strategies, better organizational arrangements, the optimal use of resources and community partnerships.

Learners with special educational needs would therefore receive any extra support they would require in order to ensure education that is more effective. The Salamanca Statement also took into account that the situation in terms of special needs education varied drastically from one country to another. This was based on how well established the education system in each country was at that time, how geared the education system was towards inclusive education and special needs education, the learners, the resources that were available and the availability of suitably trained educators. Countries that had few or no special needs schools were advised to concentrate on developing the necessary inclusive schools and specialized services to serve and support learners with special needs.

Within an inclusive school environment, the curricula must be adapted to allow flexibility to further incorporate appropriate assessment and intervention procedures, including the implementation of valid teaching material. School management should be empowered by further training and school heads and local administrators must be invested with the authority needed to develop better management procedures that are flexible, to frequently redeploy resources to diversify learning options in the curriculum and to further mobilize support to learners who are experiencing difficulty. It would be the responsibility of the community leaders to model examples of good practice to help other schools to achieve improved teaching and learning practices.

3.2.2.5. The Convention on the Rights of Persons who have a disability

The Convention on the Rights of Persons with Disabilities required that State parties recognise the rights of persons with disabilities in the sphere of education with a view to realising this right without any discrimination and based on equal opportunities for all to ensure an inclusive education system at all levels (The Convention on the Rights of Persons with Disabilities, 2007). The Convention on the Rights of Persons with Disabilities (2007) is a comprehensive document that has five general obligations. The first of the obligations has been chosen as the most important obligation as it has direct reference to this research. It urges state parties to ensure and promote human rights and fundamental freedoms for all persons who have a disability without discrimination in any form based on their disability. The document explains how this objective can be achieved. The Convention on the Rights of Persons with Disabilities ensures that people who have a disability are included in all aspects of society and that they share equal opportunities with citizens who are not disabled.

3.2.2.6. Inclusion in developing countries

As previously mentioned, not all countries had or have the resources or experience available to implement inclusion as effectively as in more developed countries who did have access to quality resources (UNESCO, 1994). According to Landsberg, Kruger and Nel (2005) many developing countries have accepted inclusion. These countries have faced many challenges throughout this process. There is a dedication amongst the various governments in developing and developed nations to build societies that are more democratic. This includes education systems that are equitable and of a better quality, and to foster the belief that it is the responsibility of all schools and communities to extend their services towards accommodating the needs of all learners, no matter how diverse those needs may be.

In Alison Croft's research, monograph '*Creating pathways for access*', Croft (2010) explored the challenges faced in including disabled learners in education in developing countries. There was a drive to achieve education for all (EFA) by 2015. This lead to the focus of governments being on the barriers that marginalized groups experience in participation in basic education. (UNESCO, 2010). Croft's research is based on the premise that many learners, and young adults who were disabled, were denied sustained access to basic education. Some of these learners never had the opportunity to go to school. Others may have entered school, but made poor progress and eventually dropped out. There also seemed to be a small proportion of the population who were educated in special needs schools.

Taking a more political stance as to the nature of inclusive education, Armstrong, Armstrong & Spandagou (2010) made the point that inclusive education in developing countries was sometimes framed concerning social justice wherein it was directly linked to UNESCO's Education for All policy. In the developing world, inclusive education means different things. UNESCO's global monitoring report, reaching the Marginalised (2010), highlighted another challenge that was facing developing countries. The challenge of financial crisis that threatened and continues to threaten a worldwide set back in education. Many poor and developing countries do not have the resources available to nurture economic recovery to avoid the prospect of education reversals. The global monitoring report has charted excellent advances in education over the past decade. These advances have, however, fallen short of the targets set out in 2000. Croft (2010) states that the United Nations Convention on the Rights of Persons with Disabilities (2009) required states to make necessary provision for a quality education in primary and secondary education that was inclusive. The education should also be equal to that offered to other members within the community in which they live.

There remain millions of learners in poor and developing countries who do not attend school. Furthermore, there are difficulties in defining disabilities and the classification of impairments (Florian & McLaughlin, 2008). There are challenges in tracking the progress of learners who are disabled and are attending school, as these learners are perhaps not receiving any support for their disability. Slee (2011) agrees with Croft that the challenge of including learners who have a disability in the education structure of developing countries is important. The most cost-effective way of meeting the needs of all the learners is to implement a system of inclusive education wherein all learners are accommodated within mainstream classrooms. In a developing country, the issue about providing education for disabled learners is not about

the location of provision. It is the challenge of being able to provide even the most basic education to start with. Inclusion in developing countries is a slow process and not something that can be implemented overnight.

Due to the challenges that are being faced, inclusion is the process that Booth et al. (2000) see as a journey in which supporting the direction towards greater inclusion is rather more helpful than critiquing schools as being inclusive or not inclusive. These critiques are based on a set of predetermined standards that have been developed around educational contexts in richer countries.

3.2.3. Inclusion in South Africa

Sitting in the classroom or attending school does not automatically qualify a learner for being educated. It also does not guarantee learner participation. What happens within the classroom will determine how long a learner stays within the education system as well as the degree to which the learner will achieve social and/or academic success (Croft, 2010). It is important to look at how inclusion has developed through South African history to reach the point of understanding how learners with barriers to learning are included in mainstream classrooms in South Africa. In a study undertaken by Sayed, Subrahmanian, Soudien and Carrim (2007), a broad area of inclusionary practices and policy is discussed. In post-apartheid (post 1994) South Africa, the newly formed state initiated many policy changes in education. This was done with the aim of creating an enabling environment in order to effect the inclusion of all learners.

Two distinct threads had to be followed to make the enabling policy environment effective. The first thread was the necessity to pass a series of laws that would define desired goals and intentions of a non-racial and inclusive society, encompassing the goals and outcomes needed to redefine the education system. The second thread focused on the creation and establishment of a number of structural mechanisms that would promote and monitor the enabling policy environment. Apartheid was an exclusionary social and economic practice whose influence had to be redressed in all policy considerations to build a united and Democratic South Africa (Sayed et al., 2007).

Inclusion in post-apartheid South Africa is based on the Constitution of South Africa (1996) that speaks to a South Africa that is a democratic and open society that upholds

peoples' fundamental human rights. Changes in the education policy environment in South Africa began in 1994 and emphasis was placed on establishing an education system that was democratic, unified and accountable. The education system had to be participatory in terms of the development of a policy that was responsive to people who were previously disenfranchised. The key imperative of the national and provincial education departments was to integrate an education system that was not fragmented along ethical and racial lines. New officials had to be appointed to fulfill these duties and new structures were implemented to reconstitute a new education (Sayed et al., 2007).

At the same time as there were changes being made in the education policy environment, the South African Federal Council on Disability (SAFCD) called for the development and implementation of an education system that was fully inclusive. The statement reiterated the rights of learners with barriers to learning to have equal access to all levels of education in a single, fully inclusive education system. The central theme of the statement stated that learners with Special Education Needs (LSEN) have a right to equal access to education at all levels based in a single inclusive education system that is responsive to the diverse needs of all learners. This education system will accommodate different styles and rates of learning, as well as different language needs. This will ensure quality education for all through the implementation and use of appropriate curricula, organizational arrangements, technical strategies, resource use and partnerships with communities.

3.2.3.1. The impact of White Paper 3

Between 1997 and 1999, the South African Government released Educational White Paper 3: 'A Program for the Transformation of Higher Education'. White Paper 3 required that transformation of education happen in accordance with the human rights as provided for in the South African Constitution (1996). The Constitution guarantees that all people in South Africa have the right to basic education, including access to basic adult education. White Paper 3 provided the basis for the National Education Policy Act (NEPA). The National Education Policy Act was passed in 1996 and set out the responsibilities of the Minister of Education concerning policy, legislation and monitoring procedures. Following the release of White Paper 3, the new Ministry of Education appointed bodies to investigate and make recommendations on aspects of special needs and support services needed in education and training in South Africa. The bodies that were appointed were The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS).

The investigation was undertaken by these two bodies and included investigating the need for immediate and long-term strategies, support structures, training implications, policy implications as well as implementation and guidelines for the education of learners with barriers to learning in education. The conclusion and recommendations of The National Commission on Special Needs in Education and Training (NCSNET) and the National Committee for Education Support Services (NCESS) were that the education systems needed to be fully integrated to provide one national education system. The national education system must be able to recognize and appropriately and fully respond to the diverse needs of all the learners in South Africa. It also stipulated that the education system must be restructured in a way that would allow for the opportunity for inclusion and integration in all aspects of education regardless of the learning context.

Between 1999 and 2004 the then Minister of Education, Kader Asmal, started a campaign called '*Tirasano*'. This means 'a call to action'. *Tirasano* was an attempt at ensuring that the nature and type of policy that was initiated focused on concrete action coupled with an improvement in school practice. In the process of taking steps towards more inclusive curriculum and assessment, the following two frameworks were used by the Ministry. The first is the National Qualifications Framework (NQF) and the South African Qualifications Authority (SAQA). The South African Qualifications Authority (SAQA) was responsible for overseeing the development and implementation of the National Qualifications Framework (NQF). These acts were implemented to form the scaffolding of a learning system that aimed to integrate education and training at all levels. The second group of general education policy frameworks to be adopted by the Ministry was Curriculum 2005 and the National Curriculum Statement (NCS). These were considered a move away from an education system that was considered a racist model of learning, towards an education system that was inclusive, geared towards building a nation of learners through a model that was learner-centered and outcomes based education (OBE). Knowledge and skills were integrated through different pathways. This allowed for greater mobility between different levels of education and institutions (Sayed et al., 2007).

3.2.3.2. White Paper 6

One of the documents on inclusion in South Africa is the Education White Paper 6 (Department of Education, 2001). This paper was published under the leadership and guidance of the Minister of Education at the time, Professor Kader Asmal. White paper 6 is

the culmination of research completed and papers written concerning inclusive education in South Africa. Previous documents were critiqued with a view towards using best practice and discarding what was not useful in attaining the goals of inclusive education. The aim of the White Paper 6 was to move away from segregating learners according to different categories of disability and to make provision for an education system for disabled learners that is based on the intensity and degree of support needed. The emphasis was to be placed on supporting learners in full-service schools that were geared towards helping learners who have a disability depending on the support needed. The White Paper 6 set out to direct the access to additional resources required. There would be an indication of how learners who have a disability would be identified, assessed and incorporated into 'full-service', 'ordinary' or 'special schools'. Strategies and interventions were introduced to provide support for educators in the form of knowledge and resources to enable them to cope with a diversity of teaching needs to ensure that 'transitory' learning difficulties are ameliorated. White Paper 6 policy provided direction to the education support system as well as clear indicators as to how current special schools will be able to serve learners who have identified disabilities and to serve as a resource center for educators and schools in the surrounding areas.

White Paper 6 took a very strong stand against the segregation of any person with a disability. The White Paper 6 (2001) was a response to the Constitution of South Africa (Act 108 of 1996) advocates the achievement of equality and the advancement of freedom and human rights. This can be achieved by establishing an education and training system that ensures that all learners, with or without disabilities, are able to pursue their learning potential without restriction and with support.

The focus of White Paper 6 is on Inclusive Education. It is a working document about supporting learners, educators and the education system as a whole. The full range of the needs of the learners will be met in this way. The focus of inclusion is on teaching and learning as well as the development and implementation of good teaching strategies. Inclusion is about the overcoming of barriers of a learning system that prevents it from meeting the needs of all learner. This includes the adaptations and support systems that are available in the classroom.

A significant policy change, is in the fundamental in shift understanding that all people have the potential to learn, however they all require varying and different degrees of support. Another stipulation that is significant in ensuring the success of inclusion is that the

community and the public be educated in what inclusion is in order for them to readily accept their responsibility in the establishment of an inclusive society and an inclusive education and training system. White Paper 6 is widely referred to in South Africa as the cornerstone document for inclusive practice. The development and implementation of inclusion in any country is a process rather than an objective that is quickly achieved. In this climate of progressive inclusion, it is of great value to identify how the objectives in White Paper 6 can be or have been translated into classroom practice.

3.2.3.3. The SIAS document

The National Strategy on Screening, Identification, Assessment and Support (SIAS, 2008, 2014) was introduced in 2008 by the South African Department of Education and formalised in parliament in 2014. This document was compiled in response to the question regarding the implementation of White Paper 6. The SIAS document aimed to acknowledge the various needs of learners across South Africa, with a special focus on those learners who were vulnerable and also the most likely to be marginalised or excluded from participation in the education system (South African Department of Education, 2008). White Paper 6 (1997) created the space and filled the need in education for a new process of identifying, assessing and providing programmes of support for the most vulnerable of learners in order to increase learner participation and inclusion. SIAS provides educators with a unique toolkit that includes information about learner profiles, diagnostic profiles, support needs assessment forms and individual support plans (ISP). It has forms and guidelines that include the requesting and provisioning of additional support for vulnerable learners and for the monitoring of support provided.

The purpose of the processes and documents provided for in the SIAS document is to ensure that learners are supported in the classroom rather than requiring the learner to be taken to a different place to receive the necessary support. The information contained in the SIAS strategy is detailed and enables the educator and the school community to use a systematic process. This ensures that each learner's unique needs are being met in the classroom as well as ensuring that there is maximum participation by all learners. The nature of the SIAS document is that it does not rely on a specific diagnosis being made in order for a learner to benefit from intervention, if adequate intervention is not already provided for

Resources would include the development of appropriate methods and procedures for the conducting of assessments. This is an important task, according to Hart and Travers

(2003), to accurately facilitate identification of learning difficulties. Besides pursuing an accurate identification, it is important for teachers in inclusive classrooms to have a solid, interactive understanding of learning difficulties. This approach safeguards the learner's interest by ensuring that, whatever can be done is done to help learners with disabilities to overcome barriers to learning and to enhance their participation and inclusion in a mainstream classroom.

Even after a learner has been through the process of assessment and identification of barriers to learning and has been placed in an inclusive classroom, there is still no guarantee that the necessary support structures have been put in place or that intervention is being adhered to for that learner. Simply being in an inclusive classroom does not necessarily imply that inclusion is happening (Slee, 2011). Knowles (2011) has formulated a set of indicators that seeks to demonstrate all that it would take to make a school truly inclusive. These indicators are learners helping each other; adults within the school and the community supporting each other and working together towards a common goal; all adults in the school community and learners treating each other with respect. These indicators also include making parents feel welcome within the school environment and are part of a mutually supportive partnership between the parents; teachers and the school and, lastly; the school has very close ties to the local community and vice versa.

Lazarus, Daniels and Engelbrecht (2004) have formulated their own similar set of indicators as to what an inclusive school would look like in the South African context. These indicators consider the school environment. The focus is on the psychosocial environment, the physical environment, the development of a concise curriculum that reflects inclusive principles, the learning supports available in the schools, the level of knowledge around special education needs available to the staff, the school support team, the district support team and the relationship between the school and the community.

Lomofsky & Lazarus (2001) support the assertions made by Knowles (2011) and Lazarus, et al (2004), and explores the challenges that are faced daily by teachers in mainstream classrooms when accommodating diversity and addressing learners with special educational needs. Teaching is set to become more demanding as more learners with special educational needs enter into a mainstream inclusive education setting. In the past, the teaching of learners with special educational needs was considered the domain of remedial therapists. Nowadays teachers who teach in the mainstream are expected to have the knowledge and

expertise available to accommodate all learners in his/her classroom. The challenges of placing a learner into a mainstream educational setting is in the correct assessment and identification of the special educational needs of the learner, poor planning and intervention strategies, the possible lack of support structures both physical and administrative; and poor communication and administration within the mainstream school.

There is a possibility that some young people do not complete their educational journey due to a variety of different reasons. Some of these reasons are due to disengagement, alienation and exclusion from meaningful learning processes (Benjamin 2002; Carlisle 2001; Smythe, Down, Angus and McInerney 2008). Because of these exclusionary practices, vast numbers of learner's experience poor educational experiences and are not included in the learning process. They could also be demonized or marginalised (Gillies and Robinson 2010). Rogers (2012) asserts that there has been theoretical and empirical works over the last 15 years that have added to the debate and introduced different ways of thinking about disadvantage, disability and inclusive education. It would therefore appear that education is failing a great many young learners (Allan 2005, 2010; Benjamin 2002; Gillies and Robinson 2012; Rose 2010; Slee 2011; Smythe, Down and McInerney 2010).

There is a call for a more creative and encouraging space for learning wherein care, creativity and trust are encouraged and the voice of the student is heard (Rogers 2012). Inclusion must be included in philosophical and sociological discussions in order to think about inclusion as a broader ethical and political project (Nussbaum 2004, 2006, 2011). Disability has for far too long been omitted from philosophical discussions (Berube 2010).

3.3. Legal Protocols

Internationally, South Africa is a signatory to the following international covenants; The International Covenant on Civil and Political Rights Treaty adopted by United Nations General Assembly Resolution 2200A (XXI) on 16 December 1966, and in force from 23 March 1976 in accordance with Article 49 of the covenant. Signed by RSA on 3 October 1994, ratified 10 December 1998 and was supposed to come into effect 10 March 1999. The International Covenant on Economic, Social and Cultural Rights. This is a Multilateral treaty adopted by the United Nations General Assembly on the 16 December 1966 through GA. Resolution 2200A (XXI), and came into force from 3 January 1976. It was signed by South Africa on the 3 October 1994 and was supposed to come into effect on 12 January 2015.

South Africa is a signatory on the Convention on the Rights of People with Disabilities. The text was adopted by the United Nations General Assembly on the 13 December 2006, and opened for signature on 30 March 2007. Following ratification by the 20th party, it came into force on 3 May 2008.

The complex dynamics of employing people who have a disability in the workplace from a South African perspective can be guided by South African law. There is specific legislation provided in respect of the employment of people with special needs in South Africa. Section 9 of the South African Constitution specifically states that no one may be discriminated against based on any disability. (Constitution of the Republic of South Africa, 1996). Section 9 expressly protects the rights of all disabled persons by providing that the state must take whatever steps are deemed necessary in order to protect and advance individual persons or categories of persons that have been unfairly disadvantaged through discrimination. Such steps include the monitoring of vulnerable groups and the promulgation of the legislation.

South Africa does not have specific legislation in respect of the protection of such groups, but they may find protection under the following acts: The Employment Equity Act, Act No. 55 of 1998 (Employment Equity Act, No 55 of 1998, 2015). This Act was enacted to work in conjunction with Sec. 9 of the Constitution and covers all aspects of discrimination in respect of people who have a disability, but only in respect of employment and in the work place. The Promotion of Equality and Prevention of Unfair Discrimination Act No. 4 of 2000. This Act was also enacted to work in conjunction with Sec. 9 of the Constitution and covers all aspects of discrimination in respect of people who have a disability, not just those in the workplace.

The South African Employment Equity Act, Act No. 55 of 1998 (Employment Equity Act, No. 55 of 1998, 2015) has two principle purposes concerning people who have a disability. These are the implementation of positive measures to eliminate discrimination in employment and to give guidelines to companies to promote employment equality equity. This is done by encouraging the equitable representation of employees in respect of race and gender, as well as equitable representation of disabled people. The definition section of the Act defines people who have a disability as people who have a recurring or long-term mental or physical impairment, which substantially limits their present and future prospects of entry into employment or advancement in said employment. In terms of the Act, people who have a

disability are therefore entitled to affirmative action measures. These measures are that employers may not discriminate in any way against employees or applicants to a position based on the fact that the employer may suspect that the person may be disabled.

This is the only Act that I could find that specifically deals with the employment of people who have a disability along with a number of other groups that were previously disadvantaged. There are a number of other Acts that deal with affirmative action in respect of people who have a disability, but these Acts are far more generalized in that they deal with wider ranging aspects of disability, not focusing on the employment of people who have a disability. There is a code of practice in respect of the Employment Equity Act, which is enacted in terms of Section 54 (1) of the Act, which sets out practices to be adhered to by employers of people who have a disability. This legislation covers everyone in the work place, of which people who have a disability are just one element. These Acts are; The Unemployment Insurance Act, Act No. 30 of 1966; The Guidance and Placement Act, Act No. 62 of 1981; The Manpower Training Act, Act No. 56 of 1981; The Occupational Health and Safety Act, Act No. 85 of 1993; The Compensation for Occupational Injuries and Diseases Act, Act No. 130 of 1993; The Labour Relations Act, Act No. 66 of 1995 and The Basic Conditions of Employment Act, Act No. 75 of 1997.

The other Acts that are related to people who have a disability, but are not specifically employment related are the following. The Preferential Procurement Policy Framework Act, Act No. 5 of 2000 and the South African Schools Act, Act No. 84 of 1996.

The legal aspects of the employment of people who have a disability is not a focus of this research. However, it has been important for me to explore the law concerning the practices that are expected with the process of hiring people who have a disability to fulfill various roles within the company. It is also important to explore provisions that should be made for these employees once they have procured a job. We look at how companies are encouraged to ensure that, once employed, people who have a disability, and young adults especially, are motivated to stay with the company through counselling, further training and adapting the work environment in ways that would accommodate the person with a disability to make them feel welcome in the work environment. A further avenue of study that would enable young adults who have a disability to feel more welcome in the work environment is the Theory of Change. The Theory of Change (United Nations. 2016) will be discussed further in section 3.6.

3.4. People who have a disability in the workplace

The way in which individuals who have a disability are viewed in society has very profound implications for these individuals in the workplace (Luecking, 2011). A positive perception of disabled individuals supports and promotes the notion that people who have a disability are able to achieve and be successful in employment if they are provided with the right opportunities and the necessary supports are put in place (Gormley, 2015). However, people who have a disability still face stigmatization regarding prevailing beliefs about incompetency, social inadequacy and extensive needs when trying to gain employment (Kirsch, Stergiou-Kita, Gewurtz, Dawson, Krupa, Lysaght & Shaw, 2009).

Young adults who have a disability face a lot of uncertainty as they transition into adulthood and, in particular, in the achievement of becoming successfully employed and living independently. They face attitudinal barriers and discrimination. These young adults also face the ordeal of suddenly not having the support and services available that have possibly always been provided for them. They will now need to fight for accommodations in the workplace (National Council on Disability, 2000). Inequities in systems for young adults who have a disability and the inaccessibility of these systems makes the process of transition even more challenging (UN-DESA, 2007). de Jong, Scherer and Rodger (2007) also make a very valid contribution to the discussion about the employment of young adults who have a disability by stating that employment rights and obligations or responsibilities do not end simply with the signing of a contract. Young adults who have a disability should receive the opportunities and training afforded to their peers to retain and advance in their employment, build relationships and networks in the workplace and participate in all workplace-based activities. They should have access to accommodations, support, training and skills development in order to obtain employment in the field they choose without being discriminated against (de Jong et al, 2007).

I found a few items of research conducted into discovering more about the experiences of the individual who has a disability in the workplace from job entry onwards (Gerber & Price, 2003). In the United States, the work being done around preparing young adults with a disability to enter into the workplace is based on research to guide and inform best practice in the field. Gerber and Price (2003) undertook this research to examine the effects of the Americans with Disabilities Act that was implemented in 1992. The Americans with Disabilities Act (1992) opened the way for people who have a disability to have more opportunities for competitive employment in the workplace. The focus of the research was

based on the employee who has a disability and their experiences of their employers. The research provided a snapshot of the perspectives of people who have a disability concerning advocacy, disclosure, self-knowledge and reasonable accommodations. The research also interrogated the experiences of the employers of people who have a disability concerning awareness and knowledge, productivity, training, self-advocacy and reasonable accommodations.

The results of the study indicate that there needs to be a partnership between the employers and the employees who have a disability (Gerber & Price, 2003). A prerequisite for success in the workplace is thorough preparation of the young adult in their school age years and, in particular, with time spent on pre- and post- transition training. Gerber and Price (2003) urge that new research initiatives be undertaken to research the complex dynamics that occur within the workplace relationships.

People create an occupational identity for themselves by being an active participant in the workplace. This identity becomes a motivating source of satisfaction and pride, which allows a person to become an empowered worker. Mlynaryk, Laberge & Martin (2017) state that participation in the workplace enables people to develop skills, positive relationships, self-sufficiency and the gaining of positive social recognition. However, people with a disability entering into the workplace face challenges that complicate the transition process. One of the outcomes of the research conducted into these challenges is that an integral step in promoting inclusion in the workplace for young adults who have a disability is the incorporation of job readiness programmes into the school curriculum (Mlynaryk et al, 2017). One of the most interesting observations made by Mlynaryk et al (2017) is that society currently values productivity over social participation, making these young adults are a vulnerable group that must be protected and whose needs must be accommodated.

3.5. Transition

When learners with a disability leave high school with a Grade 9/12 leaving certificate, some learners may find the lack of structure in the work environment disconcerting. Learners need to be specifically prepared for the transition process from high school into the work environment. Chapman, Laird, Ifill and Kewal Ramani, (2011); Wagner, Newman, Cameto and Levine (2005) assert through research conducted in the United States of America that learners who have a disability are less likely than their peers who do not have disabilities to

complete their high school certificate. These learners are also less likely than their peers to pursue tertiary education opportunities that will enable them to learn vocational skills (Johnson, Stodden, Luecking & Mack, 2002; Wagner et al, 2005). They are at risk for being unemployed due to their academic and intellectual circumstances (Harris, 2010). Learners who have disabilities are perhaps more vulnerable than their peers who do not have a disability when preparing for the transition from high school into formal fulltime adult employment (Luecking & Luecking, 2015).

Brown and Lent (2008) state that transitions involve significant events that require the use of skills that are used to cope with what may be perceived as a crisis. In this context, the transition of young adults into the workplace is a life-changing event, which in turn can be anticipated and unanticipated. The learners can anticipate that they will be transitioning from high school into the workplace. They can also anticipate that they will probably have set working hours and that during these working hours they will be required to complete a set of objectives as laid out by their employers. What the learners cannot anticipate is the objectives they will be required to complete, the nature of the relationships and interactions they will participate in during their first year of transition and what social skills will be deemed necessary for them to cope with their first year of transition. A transition can be a very stressful time for a young adult and inevitably there are both enablers and barriers to transition will present themselves (Brown & Lent 2008).

Furthermore, Gothberg, Peterson, Peak and Sedaghat (2015) have compiled a tool that uses Triangulation and Gap analysis to address non-academic skills that are considered by the authors to be a valuable part of successful transition for young adults who have a disability and are making the transition into the working environment. They state that to, prepare youth who have disabilities for the working environment, schools needs to address skill areas that are non-academic in nature and are often underemphasized. In addition to preparation focused on academic skills, transition goals should therefore also be focused on skills such as social, behavioural, communicative, operational and functional skills (McConnell, Martin, Ya Juan, Hennessey, Terry, el-Kazimi, Pannells and Willis, 2012).

3.5.1. Factors enabling successful transition

An important part of the transition is the work done with young adult's pre-transition, transition and post-transition. One of the most important factors enabling successful transition is that of parental involvement in transition planning. Wilt and Morningstar (2018) conducted

a study into the importance of parent engagement in the transition of learners with intellectual disabilities into adulthood. Research demonstrates that parental involvement increases the likelihood of a positive transition process (Harry, 2008; Test, Mazzotti, Mustian, Fowler & Kortering, 2009). Parent involvement promotes active student involvement in the transition planning process (Wagner, Newman, Cameto, Javitz & Valdes, 2012) which promotes and encourages self-determination. Davies and Beamish (2009) reiterate the claim that parental involvement is considered an essential part of the transition process (Kohler and Field, 2003). This takes the form of ensuring that parents are actively involved in the coordinated planning, decision-making and collaboration among the scholastic team who, as stakeholders, support of young adults who have a disability who are entering into the workplace (Flexer, Simmons, Luft & Baer, 2005). Parents are viewed as a valuable source of information and insights, as well as the prime advocates for the young adult. In reality a review of the literature reveals that only a small number of studies include parents as participants in the transition process (Davies & Beamish, 2015). Effective engagement of teachers and the importance thereof has also been highlighted as being paramount to the successful outcomes of transition planning for learners who have a disability (Reynolds, Crea, Medina, Degnan & McRoy, 2014).

Research conducted by Carter, Ditchman, Sun, Trainor, Swedeen, & Owens (2010) for employment, further education and summer employment of youth who have a disability focused on how the overarching purpose of the education of youth who have a disability is to prepare them for employment, further education and independent living. The research acknowledges that the pervasive and persistent disappointing outcomes of the transition of youth who have a disability in the workplace are of concern (Rusch & Bradock, 1994). One way for these young adults to gain work experience in preparation for post-school transition is for them to work in the summer camps which have been used in the USA (Benz, Lindstrom, Yovanoff, 2000). This experience can make a positive contribution to the development of the young adult's independence, which could influence their subsequent vocational identity as well as helping them to develop work place skills, values and knowledge (Vondracek & Porfeli, 2003). Vondracek and Porfeli's research highlighted the need for secondary schools to deliberately and thoughtfully address individualized strengths and needs of people who have a disability relating to their preparedness for transition. Active dialogue and intervention with these learners will promote their present behavior and the setting of goals for the future. Key aspects such as self-determination, the mental health of the learner and relatedness all contribute to the factors that enabled a successful transition.

3.5.1.1. Self-determination

Self-Determination Theory (SDT) was initially developed by Ryan and Deci (2000). It is a theory that is based on motivation. The Self Determination Theory is founded around supporting a person's intrinsic and natural tendencies to behave in ways that are healthy and effective, as well as to be seen as beneficial to an individual's development. Evidence suggests that there is a link between increased self-determination and better mental health.

Self-determination has been defined by Shogren, et al (2015, p.258) as a 'dispositional characteristic manifested as acting as the causal agent in one's life. Self-determined people act in service to freely chosen goals'. Self-determination is said to develop over the life span of a young adult as they are taught and given opportunities to practice skills across all life domains such as home, social and career development (Wehmeyer, Shogren, Little, & Lopez, 2017). Three characteristics are essential to defining self-determined action. These are called 'volitional actions', 'agentic actions' and 'action-control beliefs'. Volitional actions are the initiating of goal setting by making conscious choices that have been based on personal preferences. The second characteristic is agentic action, which is taking intentional action towards making or causing something to happen when working towards a set goal. The last is action-control beliefs which is the belief that one has what it takes to achieve a goal (Shogren, Wehmeyer, Palmer, Forber-Pratt et al., 2015).

When helping learners to transition from high school into adult employment, one cannot discount the self-determination of the learner. In this regard, the fostering of self-determination is key to success (Chao & Chou, 2017).). Learners that scored higher results on self-determination assessments had higher academic achievement scores than their equally disabled peers who scored low results on the self-determination assessments. Likewise, learners that have higher scores on their self-determination assessments in high school were therefore more likely to be employed for pay within a short period of leaving high school, and vice-versa for their equally disabled peers who scored low results on the self-determination assessments (Chao & Chou, 2017).

3.5.1.2. Mental health

The presence of stable mental health is a contributing factor to successful transition. Mental health difficulties are linked with a significant impairment in development and are described as behaviors that fall outside the range of average development concerning sex, age and

cognitive ability (Peer & Reid, 2012). Positive relationships are viewed as the most important support for self-determination (Ryan & Deci, 2000). The importance of mental health within relationships is the development of the learner valuing him or herself in order to develop and nurture positive relationships and the actions of the learner in order to access resources and learning to support, communicate, negotiate and deal with conflict and criticism. Therefore, if a young adult who has a disability is stable with regards to their mental health, it follows that they will better able to cope with the transition from school into the workplace in order to help make the process a successful one. The same applies to the concept of relatedness (Ryan & Deci, 2000).

3.5.1.3. Relatedness

Relatedness is another aspect of the transition process. Relatedness is the human desire to interact with other people, be connected to others and to have the experience of caring for other people (Ryan & Deci, 2000). Through our daily actions and activities, we seek the feeling of belonging. Relatedness is one of the three basic human psychological needs. The other important needs within the trio are autonomy and competence. When needs of relatedness are met, the results are a greater sense of self-determination, which will then aid in making the process of transition from school into the workplace successful. Furthermore, contexts that actively encourage relatedness tend to foster greater internal motivation (Ryan & Deci, 2000). Self-determination, mental health and relatedness are all concepts that are internal to young adults who have a disability. What follows are factors that are external to the young adult

3.5.2. Barriers to successful transition

The literature review revealed that factors that are considered as external barriers to transition planning and processes are the lack of co-ordination and gaps in services provided by the school, the lack of experiences as well as the direct participation of the youth in their own transition planning (Luecking, 2009; Martin & Williams-Diehm, 2013; Landmark, Roberts & Zhang, 2013). Challenges faced by youth who have a disability include exclusion, abuse, isolation and lack of educational or economic opportunities. Youth who have a disability do not enjoy the same equal access to goods and services or the same human rights as people who do not have disabilities. A lack of or inaccessible educational opportunities has an impact on vocational skills. (Mitra, Posarac & Vick, 2013). The challenges faced for effective school to career transition for learners who have a disability has led to attempts to synthesise what we know about transition with what we do not know about transition and to suggest

approaches that will address these challenges effectively and in a constructive manner (Luecking & Luecking, 2015). Influences of post school employment outcomes are youth empowerment, activities that connect resources available for transition, family involvement, solid academic preparation, transition planning and work experience (Carter, Austin & Trainer, 2012; Fabian, 2007; Luecking & Fabian, 2001; Test et al, 2009).

3.5.3. A Transition Framework

In light of the challenges faced by people as they transition through various stages of life, such as the young adults entering into the work environment, Schlossberg (1981, 1991) developed a 'transition framework'. The transition framework presents a structural approach for counselors and researchers, as well as the person who is making the transition, to follow when a decision to undergo a transitional event has been taken. The transition model has three parts. These parts are:

1) approaching transition,
2) taking stock of coping resources and
3) taking charge.

Approaching transition identifies the nature of the transition taking place and helps to provide a perspective as to the best way to deal with the transition. Taking stock of coping resources identifies potential resources a person has available to them by using the "4S system" which looks at the situation, support, strategies and self. Taking charge enables the individual to strengthen their resources by demonstrating new strategies (Anderson, Goodman & Schlossberg, 2012). This is an example of just one system available to help people cope more successfully with transition. Within the framework of this research, the transition process is being viewed through the experiences of learners who have a disability.

There is a consensus throughout the research done that making choices and plans about what to do on leaving school can be very challenging for all learners, and especially for learners who have a disability. Transition planning is key to addressing some of these issues before they become even bigger challenges. However, Ward, Mallett, Heslop & Simons (2003) highlighted the fact that only a fifth of the 272 young adults who have a disability that participated in this particular piece of research, had transition plans in place.

CHAPTER 4. RESEARCH METHODOLOGY

4.1 Introduction

This section provides an in depth view of how the research methodology used in this study focusing specifically on what enables or constrains the successful transition of young adults who have a disability from special education to the workplace was conducted. The aim of this section is to look at the research design and research process in its entirety in order to focus on the methods used to answer the research question.

4.2. Research Design

For the purpose of this research I chose to use a mixed method research design. A mixed method research design means using a research strategy that employs more than one type of research design (Fielding & Fielding, 2008) and, in this research, a mix of qualitative and quantitative design. It involves the collection and integration of both qualitative and quantitative data in a study (Creswell & Creswell, 2017).

Mixed method research design is the type of research in which a researcher or team of researchers combine elements of both qualitative and quantitative paradigms in data collection, analysis and inference techniques for the purposes of breadth and depth of understanding and corroboration (Johnson, 2007). A mixed method approach is beneficial to research as the methodology that is most appropriate to the data being collected and can be adopted (Tashakkori & Teddlie, 2009, Creswell & Creswell, 2017). Spalter-Roth (2000) describes the use of the mixed method research design as "numbers and a story" (p. 48) due to the combination of general statistical findings and the descriptions of specific cases to exemplify these findings. This methodology therefore has great potential to increase the understanding and to provide new insights into educational research. A mixed methods research design therefore complements existing traditions of qualitative and quantitative research (Tashakkori & Teddlie, 2003, Tashakkori & Teddlie, 2009, Creswell & Creswell, 2017).

The use of mixed methods research design in this research has been specifically chosen as it has allowed me to gain valuable insights into the answers to the questions that were asked using surveys and questionnaires (quantitative) as well as focus the study using one-on-one interviews (qualitative). This made use of a combination of the quantitative

research design and the qualitative research design. I shall now discuss qualitative and quantitative research designs independently of each other in order to highlight the advantages of using each design.

4.2.1. Qualitative Research Design

Qualitative research is an interactive face-to-face enquiry in which researchers collect data from selected persons in their own settings (McMillan and Schumacher, 2010). Qualitative research serves to describe and analyze people's collective and individual social beliefs, perceptions, thoughts and actions. Through this process of data collection, the participants are given a voice to have themselves and their experiences and perspectives heard and available to others (Ashby, 2011).

The researcher then analyses the phenomena with regards to the meanings that people bring to them (McMillan & Schumacher, 2010). The researcher cannot therefore be separated from, or be seen as apart from, the research project. In qualitative research, we seek to understand what the participant's data reveals and there is an explicit focus on research approaches that are exploratory and inductive. Lastly, in qualitative research the researcher works with small samples within the focus of the research (Bergman, 2009, Gibson, 2017).

By choosing to commit to qualitative research, the researcher is using a constructivist philosophy that views reality as being multi-layered, interactive and a shared social experience that is interpreted by each individual based on his or her own experience of the situation (McMillan & Schumacher, 2010).

4.2.2. Quantitative Research Design

Quantitative research, on the other hand, focuses on the belief in a singular external, knowable reality (Bergman, 2009, Gibson, 2017). Quantitative research as described by McMillan and Schumacher (2010) is the statistical findings that are represented by numbers. Quantitative research is usually based on logical positivism (McMillan and Schumacher, 2010) that makes the assumption that there are facts that are stable that have a singular reality that is separate from the beliefs and feelings of individuals. McMillan and Schumacher (2010) further assert that quantitative research aims to establish relationships within the data collected in order to keep track of these relationships in facts that are collected. There is an absolute necessity to separate what is known from the knower (Bergman, 2009). This also

opens up the possibility of generalizing findings that are beyond the contextual limits that have been previously identified within the researched units and the research situation. The focus of quantitative research is to pursue and identify universal causal laws. Quantitative researchers tend to work with large samples that are more representative of the population. However, I have chosen to use a relatively small sample for my research as a springboard to larger samples of the population being included in further research. There is an overreaching emphasis on the use of deductive research methods using falsifiable hypotheses as well as formal hypothesis testing (Gibson, 2017).

A researcher embarking on quantitative research should therefore be as detached from the study as possible in order to avoid bias. It is necessary for the researcher to carefully consider the subjects that will be assessed, which instruments will be used for the assessment of the subjects and what procedures will be used for data collection (McMillan & Schumacher, 2010). A reality is then measured and a relationship between the measured variables is established. The goal of quantitative research is to produce universal generalizations that are context free (McMillan & Schumacher, 2010).

4.2.3. Justification for the Mixed Methods Research Design

Mixed method design takes the best of what qualitative and quantitative research has to offer and combines them (Bergman, 2009). When first using a mixed methods research strategy Bryman (2004) suggests that the researcher uses a general orientation to the conduct of social research. Mixed methods research design has been increasingly used with great success for studying complex multi-levelled and cross-classified models across phases of education (Leckie, 2009; Teddlie & Reynolds, 2000). There were a number of scholars in the field of education who are choosing to use the mixed methods research design (Lopez-Fernandez & Molina-Azorin, 2011). The reasoning behind the use of mixed method design is that it is flexible in its ability to simultaneously address the multiplicity and diversity of research questions through integrating qualitative and quantitative learning techniques (Teddlie & Sammons, 2010). Mixed method research designs therefore seem to be justified through the exploitation of the strengths of each paradigm in order to combine these strengths in one single research design (Bergman, 2009).

Mixed method research design also means drawing from different types of data. This implies the use of a number of different research strategies that are related to a complex

research design as well as a rather complex and multifaceted set of research questions (Bergman, 2009). By using the mixed method research design this research employed both qualitative and quantitative methods. The balance of the study is qual (qualitative) and quan (quantitative), with the qualitative component of the study being weightier due to the nature of the study. For the purpose of the qualitative component of this study, the research method that proved most fitting for an in-depth exploration of the experiences of the participants is interviews. For the quantitative component of this study, Likert Scale surveys were conducted.

4.2.4. Phenomenology as part of the research design

A phenomenological study is a description of the common meanings of a group of individuals who have been chosen to participate in a study based on their shared experiences of a concept or phenomenon. It is the commonality of the experiences of a phenomenon (Creswell, 2013). Qualitative researchers assume that there is an underlying phenomenon (Teo, 2013) to be explored. Data is collected from individual participants in order to develop a composite description of the essence of the shared experiences. The description describes 'what' the group of individual's experience as well as the 'how' of the experiences.

The emphasis of phenomenology is on a single idea or phenomenon. In this study, it would be the idea of transitions experienced within the education system by learners who have a disability. Transition was then further explored with a group of individuals who have all experienced the same or similar experiences such as the phenomenon of young adults in South Africa who are transitioning from formal schooling into the work environment, and all that that entails. The discussions around this group's shared experiences focused on both the subjective and objective experiences of the group. A subjective experience is the cognitive and emotional impact that the experience has had on the participant, whereas an objective experience refers to the actual events of the experience. The data collection typically involved conducting interviews (Creswell, 2013). Interviewing is an attempt to understand the world from the participant's point of view in order to unfold the meaning of their existence (de Vos, As, Strydom, Fouche, & Delport, 2003). A phenomenological interview is a specific type of interview that seeks to study the essence of a lived experience that is a phenomenon among the selected participants (McMillan & Schumacher, 2010).

4.3. Context of Research and Participants

I have displayed the data collection process in a table format that incorporates both the Qualitative and quantitative data collection processes.

Surveys		
	Teachers	8 Grade 10, Grade 11 or Grade 12 teachers who teach in schools in Gauteng.
	Employers	8 Employers who have young adults who have a disability in their employ.
Interviews		
	Young adults	8 Young adults between the ages of 16 to 20 who have a disability who have just entered into the workplace.
	Teachers	8 teachers who teach at the schools for young adults who have a disability who have entered into the workplace.
Questionnaires	Employers	8 Employers who employ young adults who have a disability

Figure 1. Data Collection Process

4.4. Data Collection

Data collection took place using both qualitative data collection and quantitative data collection methods. As noted above there were three different groups of participants, namely: young adults who have a disability, teachers of young adults who have a disability and the employers of young adults who have a disability.

4.4.1. Data collection using Quantitative Research Methods.

Surveys differ from questionnaires as the question is a closed question with no opportunity for the respondent to engage with the question further than the options presented on the survey sheet. When conducting surveys, the researcher selects a sample of respondent. A survey is then administered in order to collect information on variables that are of interest and importance to the research. The data that is gathered is used to describe the characteristics of a certain population. When analyzing the results from the survey the researcher draws inferences from the data (Creswell, 2014).

To collect quantitative data, I conducted surveys through the use of Likert Scales. Likert scales have been available for research purposes for over 80 years. They were first introduced to the field of Psychometry in 1932 in an article that bore the title ‘‘A Technique

for the Measurement of Attitudes'' in Archive of Psychology (Edmondson, 2005; Likert, 1932). Likert constructed the Likert scale as a means to capture an infinite number of attitudes in an ordinal scale. (Likert, 1932)

The questions posed in the survey were used to provide answers to the sub-questions presented in Chapter 1. These sub-questions are:

Sub-Question 1
What are the reflections of young adults who have a disability on their preparation and initial transition to the workplace?

Sub-Question 2
What barriers or enablers do young adults who have a disability report in their experience of the transition to employment and the employment itself?

Sub-Question 3
What do teachers in special needs schools regard as necessary for successful transition of learners who have a disability in the workplace?

Sub-Question 4
What do employers of young adults who have a disability regard as necessary to enable the young adults to make a successful transition into the workplace?

The survey was presented in the form of a Likert scale. A Likert scale is based on the premise that the strength or intensity of a person's experiences, beliefs and opinions can be represented in a linear representation from strongly disagree to strongly agree. These attitudes can then be measured, analysed and reported. Participants are offered a choice between five or seven answers that are pre-coded. The neutral point on a Likert scale is neither agree nor disagree (Allen & Seaman, 2007).

4.4.1.1. Teachers

I conducted surveys with eight Grade 10, Grade 11 or Grade 12 teachers who teach in schools attended by learners who have a disability. I sourced these participants by phoning the Special Needs schools that are known to me in the Gauteng Province. I first phoned the Head of the school and explained what my research is about. I then emailed an introductory letter to

introduce myself and explain my research further. Once I had the approval of the Head to continue the research, I was supplied by the head with the contact details of teachers who were willing to participate. I used these contact details to introduce myself to the teachers via an introductory letter (Appendix H. Letter of Explanation and Informed Consent. Teachers) explaining the purposes of the research and why their participation would be beneficial both to myself with regards to answering the research question and sub-questions, and to the teachers who will have access to the results of the research once published. The projected benefits to the teachers was an understanding of the experiences of the young adults of their Grade 10, Grade 11 or Grade 12 year and how they perceive their experiences could have been enhanced in the school environment. The survey was then delivered to each participant and retrieved once completed (Appendix B. Survey for Grade 10, Grade 11 or Grade 12 teachers who teach in schools attended young adults who have a disability).

4.4.1.2. Employers

Eight employers of young adults who employ young adults who have a disability were selected to participate in the completion of a survey. I approached various companies ranging from small businesses to large corporate companies and asked for an email contact for the HR Department or, in the case of a small business, the person who hired the employee with a disability. I collected 8 surveys from companies who hired people who had a disability. I first introduced myself to the employers via an introductory letter (Appendix I. Letter of explanation and Informed Consent. Employers). This explained the purposes of the research and why their participation would be beneficial both to myself with regards to answering the research question and sub-questions, and to the employers who will have access to the results of the research once published. The projected benefits to the employers was an understanding of the experiences of the young adults entering into employment and how they perceived their experiences could be enhanced in the working environment, as well as an understanding of what employers expect the young adults to know when entering into the workplace. The survey was then delivered to each participant and retrieved once completed. (Appendix A. Survey for Employers in Corporate leadership on their hiring of people who have a disability).

4.4.1.1. The advantages and limitations of surveys as a research tool

Quantitative data can be obtained from a Likert scale and be analysed (Allen & Seaman, 2007). For the survey portion of this research, I had chosen to use a Likert scale.

Typically, a Likert scale has between a 5 to 7-point ordinal scale that respondents use to rate the degree to which they disagree or agree with a statement that has been made. These responses can be ranked or rated, however the distance between the responses cannot be measured as the distance between answers is not equidistant even though the assigned numbers are (Sullivan & Artino, 2013). By considering the limitations and advantages of using a Likert scale, these can be taken into account when analyzing the data gained from the surveys using the Likert scale in this research. One of the advantages of using a Likert scale is that they do not simply require a 'yes' or 'no' answer from the participant. The scale allows for a degree of opinion ranging from no opinion at all at the mid-point to having a very strong opinion either for or against the statement. The advantages of conducting surveys using Likert scale are also that they are relatively inexpensive to conduct and are easy to use when gathering data from a large number of people who are spread over a large geographic area. The data collection process is easy to tabulate, as all the responses are closed-ended. People also feel comfortable completing a survey, as most are familiar with the process.

However, there are also limitations with using a Likert scale. Some researchers have noted that the validity of the data contained from the Likert scale can be compromised through the process of social desirability. Social desirability means that there is a chance that participants may lie to shed a positive light on themselves even though the survey is anonymous (Allen & Seaman, 2007). The role of comparison also plays a part in the limitations of the Likert scale (Ogden & Lo, 2011). There is a degree of social comparison that occurs when participants are completing a Likert scale. There is between subject comparison, as participants may be seen to make judgments in relation to those around them (Ogden & Lo, 2011). As this survey is anonymous, this type of limitation is deemed mostly irrelevant. There is also a within subject comparison to consider as people base choices on where they believe they should be in their stance rather than where they really are (Ogden & Lo, 2011).

Another limitation of the Likert scale is that it is a uni-dimensional tool that only allows a participant to respond with choices within a typically 5-7-point scale. The space between each choice is not equidistant in attitudes, beliefs and perceptions. It would therefore fail to measure the absolute true attitude of the participants. There is also the risk of people choosing middle of the range answers in order to avoid answering in extremes. This is referred to as a central tendency bias.

In order to gain further clarity and insights into the trends presented by the surveys, data collection using qualitative data collection methods was conducted. Qualitative data collection took the form of a series of interviews.

4.4.2. Data collection using Qualitative research methods

I conducted interviews with eight young adults with a disability, who have left school, and are actively placed in the workplace. I did a purposeful sampling of the learners. Purposeful sampling is used when the researcher purposefully selects particular elements from the population, which are representative, and informs the topic of interest. Based on the knowledge of the researcher about the chosen field of enquiry and the population, an informed judgment is made about the selection of the subjects that would provide the information necessary for the study (McMillan & Schumacher, 2001). The eight young adults were purposefully selected from schools in the Gauteng Province. The young adults had to have completed either Grade 10, Grade 11 or Grade 12 at a school catering for learners with disabilities. The school of attendance by the young adults were a mixture of Urban and Rural based schools. The young adults had to present with a disability and will have entered into the workplace directly after school. I found the participants of my research through referrals from teachers, and then relied on snowball sampling (Naderifar, Goli, & Ghaljaie, 2017). Snowball sampling is a sampling technique that relies on existing subjects to provide referrals in order to recruit participants of similar characteristics required for research.

The reason for restrictions being placed on the scope of the study is because the study would be deemed too broad should all factors concerning learners with a variety of different disabilities be considered. It is more beneficial to this research that the focus remains on young adults who completed Grade 10, Grade 11 or Grade 12. This tight focus lays the foundation for further research in this field to be conducted.

For the purpose of the interviews, when contacting the 8 young adults with a disability in the workplace I contacted them telephonically using the phone number I had obtained for them. In the telephone conversation I introduced myself and ascertained willingness to participate in the research. I then requested their email address. In the email, I introduced myself formally and explained that I am a Post-Graduate University Student at WITS University. I gave a brief outline of my research and stated that my research was asking questions around the experiences of young adults with a disability who are in the process of

transition from high school into the workplace. The email discussed what the participation entailed. Young adults who were willing to participate in my research were asked to complete a consent form. The young adults were assured that participation was voluntary and there were no negative consequences including institutional sanctions if they did not accept the invitation to participate. I explained that my research would take the form of a 45-minute interview. I then stated that I would be contacting them to talk about the research further and invite them to participate. In the email, I requested that the possible participants reply to the email with an expression of interest.

After an interval of one day, or when an expression of interest was received, I phoned each possible participant who was sent an email. During the phone conversation, I reiterated that I am conducting research into the experiences of young adults who are in the process of transition high school into the workplace and will answer any questions the possible participant may have had. During the course of the conversation, we set up a meeting that was convenient to each possible participant.

At the meeting I offered an in depth explanation of my research. I answered all questions asked and reiterated their anonymity and confidentiality. I also explained that participation was voluntary and the participant could withdraw their participation at any time. I invited the potential participant to participate in my research. When they chose to participate, I asked them to complete the informed consent form (Appendix F. Letter of Explanation and Participants' Informed Consent. Young Adults).

When the participant signed the informed consent form, I conducted the interview. The interviews were recorded for the purposes of clear and accurate transposing. The participants were also given an opportunity to read the transcripts for validity.

In the case of the young adults, those presenting with mental disabilities are considered vulnerable individuals and parental, guardian consent was sought. In these cases, I asked each young adult for his or her parent/ guardians phone number. I phoned each possible participant's parent/ guardian to introduce myself and explained that his or her child had agreed to participate in my research. I asked them for their consent and answered any questions regarding the research over the phone. I then requested a meeting at a time and place that was convenient to the parent to discuss my research and young adult's involvement further. During the meeting with the parent, I further explained my research and their young

adult's participation in the research. I explained that their young adult had been invited to participate in this research, and was also considered a vulnerable individual. I requested that the parent also sign a consent form giving their young adult permission to participate in the research. The parents/ caregivers were assured that participation was voluntary and there would be no negative consequences for the young adult participating in the research. Parental consent was obtained before learner consent was obtained. Once this consent form had been signed, I set up the interview with the young adult at a time and place that was convenient to them (Appendix G. Letter of Explanation and Informed Consent. Parents).

4.4.2.1. Interviews

4.4.2.1.1. Young adults

Before the interview I set up an introductory meeting with each participant in which I explained the purpose and process of the research and requested the written permission of the young adult to include their participation in the study. The interviewing process took the form of a researcher administrated one-to-one interview, using standardized open-ended questions. These questions were worded and arranged for the purpose of minimizing variations in the questions posed to the participants. The categories for the interview guide were main questions, question probes and follow up questions (Refer to Appendix C. Interview questions for 8 Young adults who have a disability in the workplace). Main questions were asked by the researcher to begin and guide the conversation. When more details were needed to keep the conversation going, probe questions were asked for further detail, depth and clarity (de Vos, Strydom, Fouche, and Delport, 2003). The probing questions were considered before the interviews based upon anticipated responses of the participants. The onus was on the interviewer to consider appropriate probe questions within the interview situation. All of the interviews were conducted in an informal, conversational manner to ensure that the participant felt at ease and a rapport between the young adult and the researcher was established.

The interview used questions that were formulated to ascertain what was experienced, how the events were experienced and what meanings the individuals had assigned to the events that had been experienced. The interview questions were based on events that had affected each individual significantly (McMillan & Schumacher, 2001). The questions posed to answer sub-question 1.6.2.1. specifically: ‘How a young adult who has a disability perceived his/ her preparation and initial transition in the workplace?’ Due to the possibility

of the interview being a traumatic event for the participants; a debriefing session with each participant was conducted by the researcher after each interview.

4.4.2.1.2. Teachers

I interviewed 8 teachers who teach schools attended by learners who have a disability. The teachers selected to participate in the interview process have taught young adults who have a disability in their Grade 10, Grade 11 or Grade 12 year. The purpose of the interviews was to help gain greater insight into what teachers in schools that teach young adults with a disability regard as necessary skills, knowledge and values for the successful transition of learners who have a disability into the workplace, as posed in sub-question 1.6.2.3. 'What do teachers in schools who cater for learners who have a disability regard as necessary for a successful transition of learners who have a disability in the workplace?' (Refer to Appendix D. Interview questions for 8 teachers who teach at the schools attended by the young adults who have a disability who have entered into the workplace).

4.4.2.1.3. Employers

I conducted questionnaires with the employers who employ young adults who have a disability. The employers ranged from the CEO's of the company, the direct line managers and, in one case, the mentor of the young adult. In each case, the request to complete the research questionnaire was sent to the CEO of the company. However, many of the CEO's decided not to complete it themselves and handed them down to someone else in the organization for completion. For this reason, the questionnaires were completed by a range of employees with various responsibilities across the company, all of whom had firsthand experience in working with young adults who have a disability. All of the questions on the questionnaire were answered by the employers. No questions were omitted. The answers for the questionnaire were diverse, but trends from many of the statements made did arise. The responses to the statements in which correlating questions were asked have been reported on together (Appendix A. Questionnaire for Employers in Corporate leadership on their hiring of people who have a disability).

The employers are well placed to answer questions pertaining to what employers of young adults who have a disability regard as necessary to enable the young adults in the workplace to achieve success. The results of these questionnaires were used to answer sub-question 1.6.2.4. 'What do employers of young adults who have a disability regard as necessary to enable the young adults to make a successful transition into the workplace

(Appendix E. Questionnaire questions for 8 employers who employ young adults who have a disability in the workplace).

4.4.2.2. The advantages and limitations of interviews as a research tool

There are advantages to using interviews as a research tool. Interviews are a useful tool to obtain more detailed information about the interviewee's personal feelings, their perceptions and their opinions. Interviews also enable the interviewer to ask questions in more detail and a high response rate is usually achieved. During the interview, any ambiguities that arise can be clarified straight away and answers that were incomplete can be followed up. During a one-on-one interview, the interviewee's answers are not influenced by the opinion of other people (de Vos, et al, 2003). Using a recording device, the interviewee's voice is recorded and transcribed verbatim later if the participants agree, and this lowers the rate of inaccuracies. Even though there are limitations to using interviews as a research tool, I used interviews for the purposes of this research. An awareness of the advantages and limitations helped me to safeguard the interview process as far as possible, as well as be prepared concerning the risks of the participants responding in a highly emotionally charged manner.

When conducting an interview, the aim of the interviewer lies in learning about the participant they are interviewing. They are looking at who the participant is, what they do and how they go about doing it. The participant is the storyteller and the interviewer is the listener of the story (Allen, 2017). For the purpose of answering the research question by pursuing the use of qualitative data, very specific questions were asked of the participants that answered the above questions with a focus on what the participant did and the circumstances in which the participant found themselves.

As with any research tool, there are limitations to conducting interviews and it was advantageous to be aware of these limitations before embarking on the interview process.

Some of the limitations presented here were found in the interaction between the interviewer and the person being interviewed, others were concerned with the collection of data. In the interpersonal domain, interviews may be perceived by the participant as being obtrusive (Doody & Noonan, 2013). Even though they had been invited to participate in the process and signed consent, reality may have been different to what the participant perceived it might be. In this case, the researcher needed to be aware of the physical and emotional comfort of the participant in order to set them at ease with the process. Questions asked

during the interview may have provoked a strong emotional response from the participant. These responses needed to be handled with sensitivity by the interviewer (Doody & Noonan, 2013). If the experience was too traumatic for the participant, the interview may have to have been halted and rescheduled with a different set of questions used. Luckily, this was not the case and all interviews proceeded amicably.

In the case of whether information gained from the interview process is valid for the purposes of research or not, the limitations are the susceptibility to bias on both the interviewer and the participant's part. The participant may have felt a strong desire to please the interviewer by answering all questions favorably so as not to disappoint the interviewer (Doody & Noonan, 2013). They may also have answered according to what they think the interviewer wanted to hear. The interviewer could also have contributed to the bias by responding favorably or unfavorably to responses from the participant, even if the response was on a physical level through facial expressions or body language.

4.5. Data Analysis

The data analysis for a phenomenological study follows systematic units of measurements that move from narrow units such as significant statements towards broader units that have more meaning for the group as a whole. This then becomes a summarization of the units as a whole, once again looking at 'what' the members of the group have experienced and 'how' they have experienced it (Brisola & Cury, 2016). The study culminates in the essence of 'what" has been experienced and 'how' it has been experienced. This type of data analysis was used when collating and analysing the information gained from the one-to-one interviews. The information gained during the interviews was recorded. The categories contained within the interview questions determined how the information was categorized post interview and collated against all the participant's answers. This moved the data from the broader category of the answers presented towards a narrow focus of answers that tended to follow a pattern and those answers that deviated from the pattern. A thematic analysis was then conducted. Thematic analysis is a common form of analysis when doing qualitative research. Thematic Analysis is used to analyze classifications within data analysis and present themes that emerge when related to the data (Alhojailan, 2012). It pinpoints, examines and records the patterns that occur throughout the data collected.

4.5.1. Qualitative Data Analysis

Thematic analysis has been identified as a method of synthesizing research findings in order to formalize the identification of themes as they emerge and develop. Thematic analysis therefore provides a systematic element to the analysis of data in which the researcher seeks to associate an analysis of the frequency of which a theme appears. The use of thematic analysis ensures accuracy in the analysis, recording and reporting of data (Alhojailan, 2012). By using thematic analysis, one also has the opportunity to determine the relationships between concepts and compare the data to previously collected data.

Six validated phases are required when using thematic analysis (Rice, Simmons, Bailey, Parker, Hetrick, Davey, Phelan, Blaikie and Edwards, 2014). These phases are; 'becoming familiar with the data'; 'generating codes for the data collected'; 'searching for themes within the data'; 'reviewing the themes found'; 'defining and naming the themes that are represented'; and 'reporting on the findings (Rice, Simmons, Bailey, Parker, Hetrick, Davey, Phelan, Blaikie and Edwards, 2014). One of the benefits of using thematic analysis to analyze data collected during one-on-one interviews is that thematic analysis could provide the researcher with a detailed account of the data (Braun & Clarke, 2006).

4.5.2. Quantitative Data Analysis

To analyze the data collected from the surveys in the form of a Likert scale the initial data analysis relied on the ordinal nature of the data collected. The definition of ordinal data is data in which a ranking or ordering of responses is possible, but a measure of distance is not applied to the data (Allen & Seaman, 2007). Ordinal data is therefore used for the sole purpose of establishing a ranking within a set of data points. Ordinal data falls into categories and has a hierarchy. There is a clear value difference contained within each category. For the purposes of data analysis, ordinal data can use measures that analyze variance for quantitative variables. It has a greater chance of detecting trends in replies supplied on the Likert scale (Agresti, 2010). When analyzing the data gained from the Likert scale, I first correlated all the data collected according to the question on the Likert scale and the responses received. For this purpose, I used descriptive statistics. Descriptive statistics are numbers that are used in the summary and description of data. I then summarized the answers using the using the median and the mode to show trends in the answers. The distribution of the observations is then represented in a bar chart. This analysis is used to present information from the Likert scales that have been completed by the (FET) Grade 10, Grade 11 or Grade 12 teachers in

schools attended learners who have a disability, as well as the employers who have young adults with a disability in their employ.

4.6. Ethical considerations

There were certain ethical considerations that were put in place to make sure that due consideration was given to the safety of all participants in the research and that the integrity of the research was maintained.

4.6.1. Protection from harm

As a researcher, it was my responsibility to ensure that the participants in this research were kept safe at all times and were not caused any undue stress. Physically the interviews with the 8 young adults who had been chosen to participate in the research took place within the workplace environment, in a secure office or at their home in a public room. For the purposes of virtual online interviews, the participant could choose to site wherever they would be the most comfortable. The interviews with the teachers either took place on the campus of the schools at which they worked, in a secure office or classroom, or virtually online. The questionnaires that were completed by the employers of the young adult participants took place at the employer's place of work in an office. The participants in these interviews and questionnaires did not have to travel to an unknown destination and were comfortable within a familiar environment.

The researcher also had the responsibility to ensure that participants were not caused any distress. At all times, they were protected from any mental or physical harm. The risk of participating in the research was no greater than the risk experienced in ordinary life (McLeod, 2015). The researcher also ensured that participants received special care by making sure participation was brief and interviews kept to a short time limit as they may have had limited attention span and tired easily (McLeod, 2015).

The language used to ask questions was worded carefully to make the questions easily understandable in the case of participants who may have a learning or intellectual disability. There was also consideration given for the possibility of having to explain questions for further understanding of what was being asked. In all the interviews that were conducted, I was aware that questions were asked in a non-threatening and exploratory manner to maintain an atmosphere of calm and objectivity.

A further ethical consideration concerning keeping the participants from harm was the matter of power relations in the research. Qualitative research is based on the building of human relationships within human interactions (Das, 2010). The questions being asked of the young participants may have been perceived to be in-depth and personal. This introduced the issue of how much power the researcher holds over the interviewees (Das, 2010). This is largely guided by social structures and in qualitative research; it has been acknowledged that the researcher does have power over the participants within the relationship. It has been recognized that power biases need to be corrected in terms of the development of processes that protect the researched (Das, 2009).

When conducting one-on-one interviews with vulnerable young adults I had to consider the power relations in play during the interview and be vigilant in protecting the researched from feeling in any way less powerful than myself through empowering them with the knowledge that their information is vital to the research.

Furthermore, when conducting one-on-one interviews with the employers of young adults who have a disability, consideration needed to be given to the fact that they are already in a position of power over the young adults and possibly even over the researcher. A balancing of power in both these situations needed to be actively maintained through the awareness of the researcher lest the issue influenced the answers given to the interview questions and to ensure the participants were protected from any harm that may have occurred due to an imbalance of power.

4.6.2. Informed consent

When conducting the surveys and interviews all participants were provided with information relating to:

- The purpose of the research being conducted.
- The procedures and processes that are involved in the research.
- The benefits of the research to the educational community and to society.
- The duration of the study and the length of time that the participant is expected to participate in the study.
- My contact details should the parent or guardian of the participant or the participant themselves wishes to contact me.

- A statement saying that all participation is of a voluntary nature and the participant can withdraw their participation with no fear of recrimination.
- A clear confidentiality statement that the information provided is to be used by the researcher alone and no personal details will be reflected in the research paper.

Once the participants and their parents or guardians in the case of some of the young adults, had read through the information provided they were required to sign and date the consent form saying they had understood the information provided and voluntarily agreed to participate in the study. A copy was provided for each participant for his or her own records.

4.6.3. Right to privacy

As stated above the particulars of each participant and the data obtained through the interviews and surveys were kept anonymous at all times. In order to make sure confidentiality is maintained the participants in the interviews are referred to as:
YA 1 - 8 - Young adult participants one through eight.
TE 1- 8 - Teacher participants one through eight.
EM 1 - 8 - Employer participants one through eight.

This measure was put in place to ensure that no names were used throughout the study and no participants were put at risk through the use of their personal details. Further to maintaining confidentiality, all interviews were conducted solely with the participant and myself present. Recording devices were used for accuracy and all information volunteered was be written down at the time of the interview.

4.6.4. Honesty with professional colleagues

Throughout this research, I will be working closely with my supervisor at the Wits School of Education. Working closely with Professor Storbeck ensures that this research will retain its integrity and objectivity.

4.7. Standards of adequacy

Standards of adequacy are the standards that are put in place to ensure that the research process, data analysis and the reporting of the findings are all held to the highest standards of reliability and validity. The standards of adequacy are also maintained by ensuring that the research conducted actually answers the research questions being asked (McMillian &

Schumacher, 2014). For the purposes of this research, I considered objectivity, trustworthiness and credibility as being important aspects to maintain the standards of adequacy.

4.7.1. Objectivity

Quantitative research can demonstrate a high level of objectivity and reliability if interpreted appropriately using a consistency of meaning throughout the data analysis process. The researcher has the responsibility of making their relationship to the material clear and to ground all analysis of the data obtained in the participants own accounts (Madill, Jordan & Shirley, 2000). Ethics within objectivity is important when pursuing objective knowledge through qualitative research (Kvale, 2003b). In research, the main goal is the advancement of knowledge. Kvale (2003b) states that issues arise during the close interaction between the interviewer and the interviewee when the interviewer wants to gain as much information as possible during the interview while being aware of the needs of the interviewee.

Being able to maintain this kind of objectivity and respect for the interviewee means that the researcher needs to have an understanding of the historical and social context of one's viewpoint as the interviewer as found in the larger context (Brinkmann & Kvale, 2005) through the filter of community, tradition and history. One also needs to be aware of the roles that the interviewer and the interviewee take on regarding the co-construction of knowledge. The co-construction of knowledge shifts the focus of the interview from the individual to one of collaboration between the interviewer and the interviewee. The co-construction of knowledge within this setting would take into account the emotional aspects of the interview process, the significance of the context of the interview and the reorganization of knowledge.

Consistent contact with and academic guidance from my supervisor also ensured that the objectivity of the research was maintained.

4.7.2. Trustworthiness

Qualitative research can incorporate elements that deal with trustworthiness (Silverman, 2001). Trustworthiness ensures that narrative enquiry in qualitative research is able to stand up to scrutiny by others (Loh, 2013). Within a qualitative study cognizance needs to be given to the issues of credibility, transferability, dependability and confirmability. Researchers need to be sure that the data collected measures what is actually intended as put forward in the research question and sub-questions. The data collected needs to be gained from a credible

source. The researcher therefore needs to ensure that the data is collected purposefully against a predetermined designing order to render it trustworthy. When conducting quantitative research issues around trustworthiness are naturally built into the collection and analysis of data. Quantitative research has the elements of having internal validity, external validity, reliability and objectivity (Shenton, 2004).

4.7.3. Credibility

The credibility of the research needed to be ensured at every stage of the research process. The researcher needed to use research methods that are well established and familiar to the researcher (Shenton, 2004). It was also the responsibility of the researcher to become familiar with the culture and positions of the participants in the research. This requirement was partially fulfilled through the literature review, which furthered my understanding as the researcher of transition and disability. This familiarization with the topic took place before any data was collected and placed me as the researcher in a position of being thoroughly prepared as a researcher as well as adding credibility to the study.

Ensuring that integrity further enhanced credibility and honesty with the participants was maintained at all times (Shenton, 2004). Each participant approached was given the opportunity to refuse participation. In this way, the credibility of the research was maintained as this ensured that data collection sessions were attended by participants who were willing to be a part of the study and were willing to answer questions pertaining to the research in a voluntary manner. Participants were encouraged to be honest from the outset of the data collection process. The researcher also needed to ensure that the participants understood that there were no correct or incorrect answers. To further ensure that credibility was maintained throughout the research process I had frequent debriefing sessions with my supervisor. During these sessions we discussed data collection before and after the event, looking for flaws to pre-empt possible pitfalls in the process and then, after the fact, discussed the data collected from the surveys or the interviews in order to develop ideas around interpretation as well as to safeguard against my personal bias or preference.

To retain the credibility of the research a reflective commentary by the researcher is recommended by Shenton (2004). The reflective commentary is used to ascertaining the effectiveness of research techniques that have been used, initial impressions after each data collection session, an awareness of patterns that are emerging from the data and the theories

that are generated. The last factor that I would like to discuss regarding credibility of the research is the ability of a researcher to relate the findings of a study to what has already been accomplished in the same field of study (Silverman, 2001). It is in comparison to previous research that the credibility of new research can be evaluated. By continuing to investigate advances in this field of research, I can continue to maintain credibility by ensuring that my research is always valid and relevant within the field.

CHAPTER 5. QUANTITIVE FINDINGS

5.1. Introduction

This Chapter reports on the results of the data collection that was conducted by using quantitative data collection methods which included using surveys that used a Likert scale answer system with employers of young adults who have a disability and teachers of young adults who have a disability. The quantitative methods were discussed in Chapter 4.

5.2. Results from Quantitative data collection from Employers of Young Adults who have a disability – Surveys

The surveys were completed by 8 employers of young adults who have a disability who had entered into the workplace having left high school between grades 10 to 12. The employers ranged from the CEO's of the company, the direct line managers and, in one case, the mentor of the young adult. In each case, the request to complete the research questionnaire was sent to the CEO of the company. However, many of the CEO's decided not to complete it themselves and handed them down to someone else in the organization for completion. For this reason, the questionnaires were completed by a range of employees with various responsibilities across the company, all of whom had firsthand experience in working with young adults who have a disability. All of the questions on the questionnaire were answered by the employers. No questions were omitted. The answers for the questionnaires were diverse, but trends for many of the statements made did arise. The responses to the statements in which correlating questions were asked have been reported on together. See Appendix A. Questionnaire for Employers in Corporate leadership on their hiring of people who have a disability and Appendix B. Questionnaire for Grade 10 - 12 teachers in Schools that cater to learners who have a disability.

5.2.1. Employers Survey

Statement 1 – 'The company has a policy in place to ensure due process is followed when employing young adults who have a disability'

Out of the six completed surveys answered, three participants 'strongly disagreed' and one participant 'disagreed'. Two participants 'agreed'. It would appear that the majority of participants feel that the company at which they are employed does not have a policy in place that ensures that the same process as those that are in place for people who do not have a disability, are followed concerning the employment of young adults who have a disability.

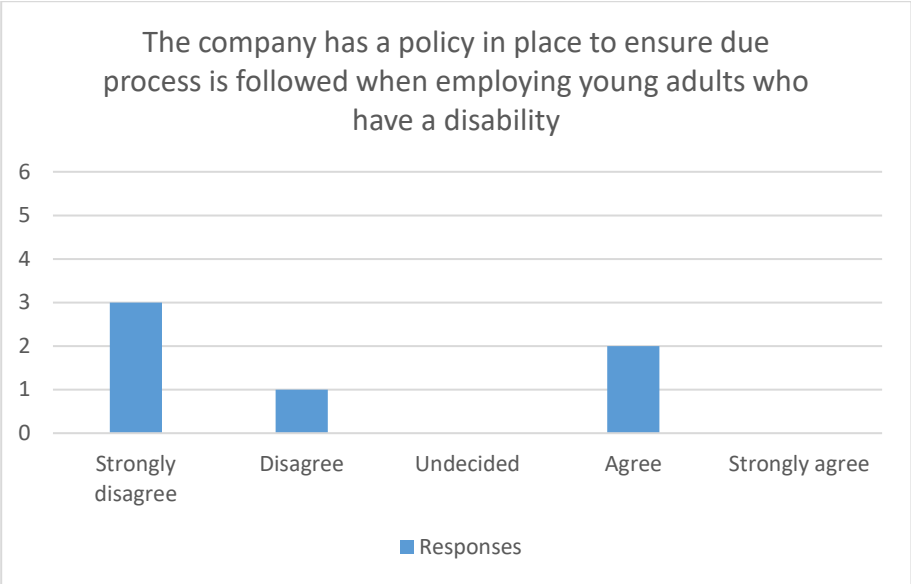


Figure 2. Responses from Employers to Survey Statement 1

5.2.2. Employers Survey

Statement 2 – 'The young adults are prepared by educational institutions to enter into the workplace'

Four of the participants 'strongly disagreed'. One participant was 'undecided' and one participant 'agreed'. The balance of the participants felt that young adults entering into the workplace were not adequately prepared to enter into the workplace by the educational institutions that they had attended.

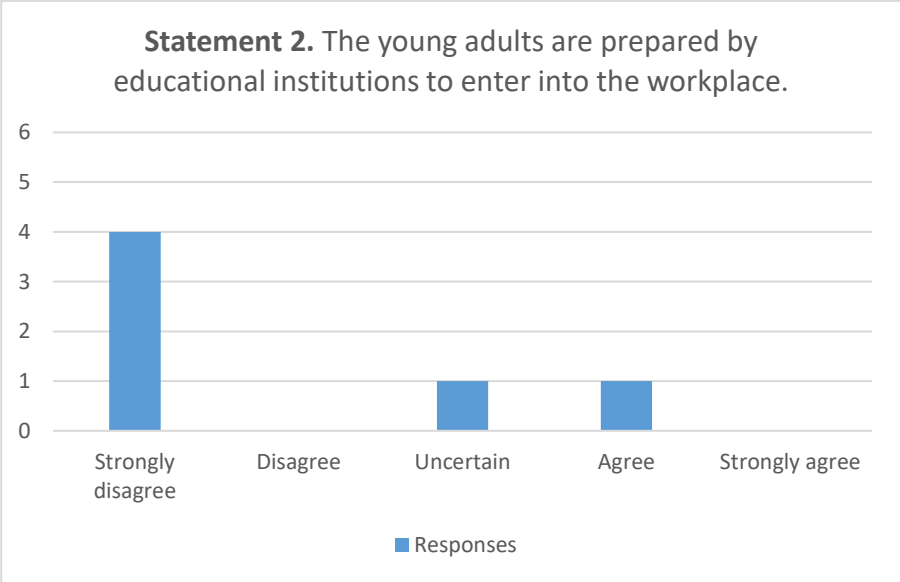


Figure 3. Responses from Employers to Survey Statement 2

5.2.3. Employers Survey

Statement 3 – 'The young adults have an understanding of the expectations of their employees'

The results from this statement were ranged across the scale with one participant each checking 'strongly disagree', 'undecided' and 'strongly agree'. Three of the participants checked 'agree'. It would appear that the majority of the participants felt that young adults do not have an understanding of the expectations of their employer's upon entering the workplace.

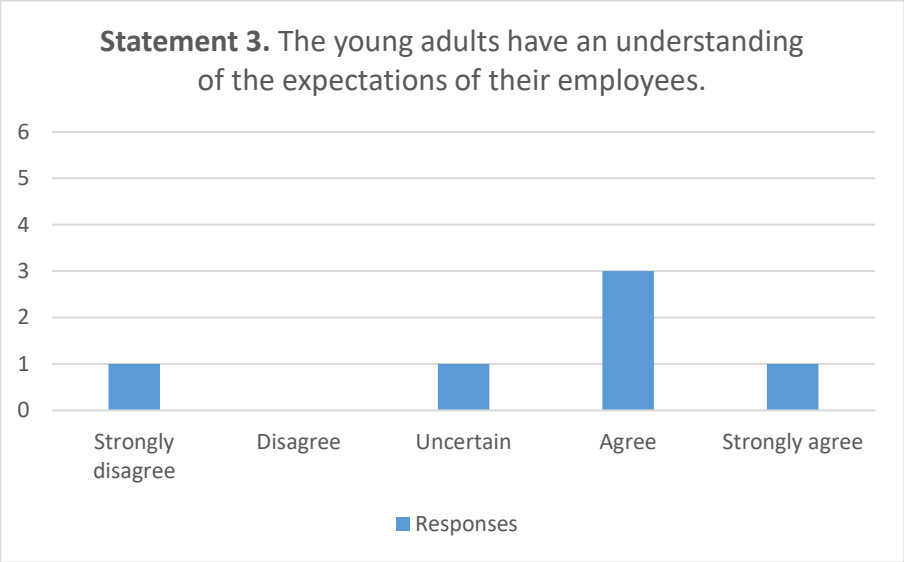


Figure 4. Responses from Employers to Survey Statement 3

5.2.4. Employers Survey

Statement 9 – 'The employment of young adults is beneficial to the company'

In this case, the trend towards positive answers has continued with only one participant disagreeing that it would be beneficial to a company to employ young adults with a disability. Three participants 'agreed' with the statement and two participants 'strongly agreed'.

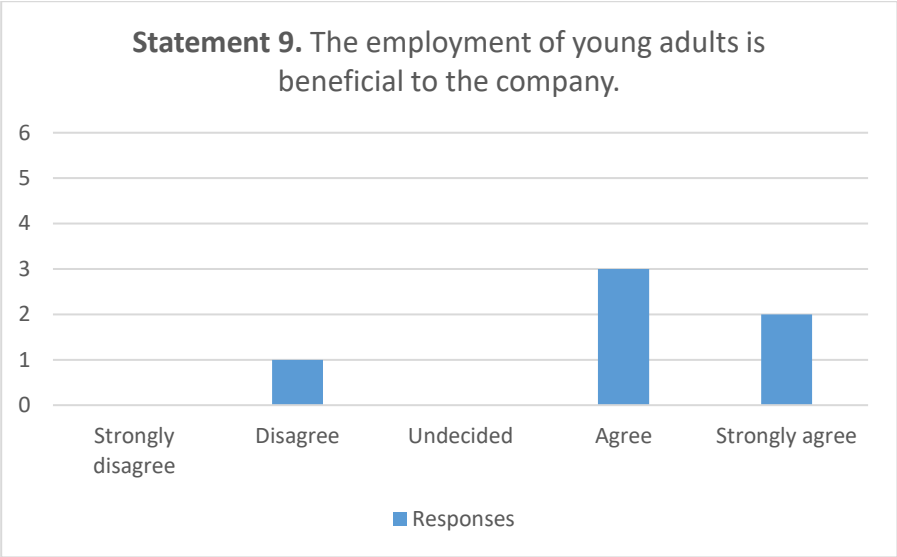


Figure 5. Responses from Employers to Survey Statement 9

5.2.5. Employers Survey

Statement 10 – 'Educational institutions could do more to prepare young adults to fulfill expectations'

The answers to this statement were varied. One participant 'strongly disagreed'. One participant was 'undecided' and one participant 'agreed'. Three participants strongly agreed that educational institutions could be doing more to prepare young adults to fulfil expectations in the workplace.

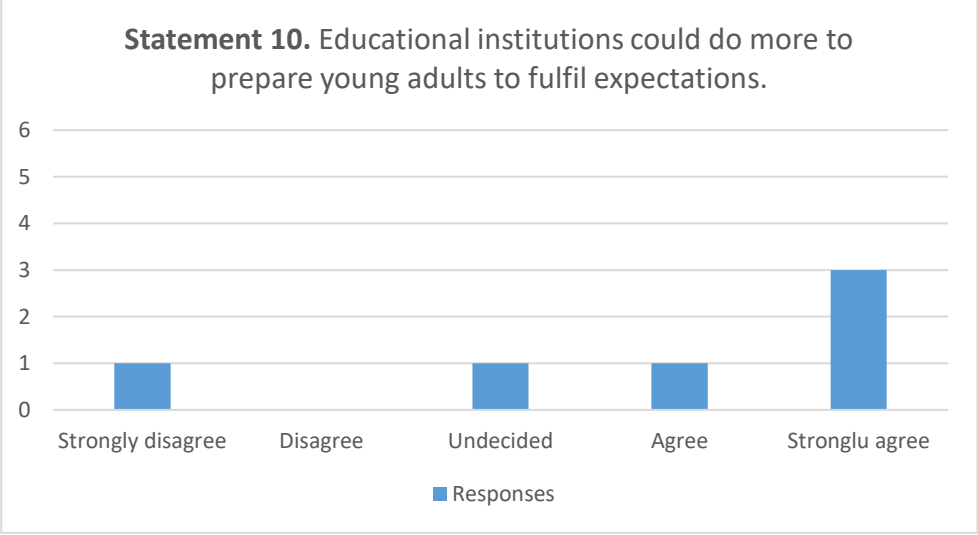


Figure 6. Responses from Employers to Survey Statement 10

5.2.6. Employers Survey

Statement 4 – 'The young adults fulfill their responsibilities'

One of each participant answered 'strongly disagree', 'strongly agree' and 'undecided' on this statement. Three participants answered that they 'agreed' that young adults in the workplace fulfilled their responsibilities.

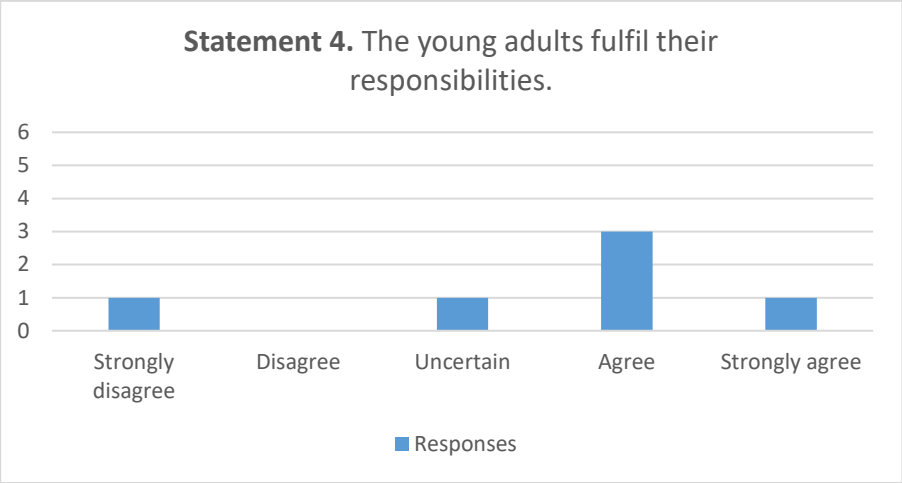


Figure 7. Responses from Employers to Survey Statement 4

5.2.7. Employers Survey

Statement 5 – 'The young adults interact with other employees'

Only one participant had a negative response to this statement and 'strongly disagreed' that the young adults interact with other employees in the workplace. Four of the participants 'agreed' and one participant 'strongly agreed' that the young adults interacted with other employees.

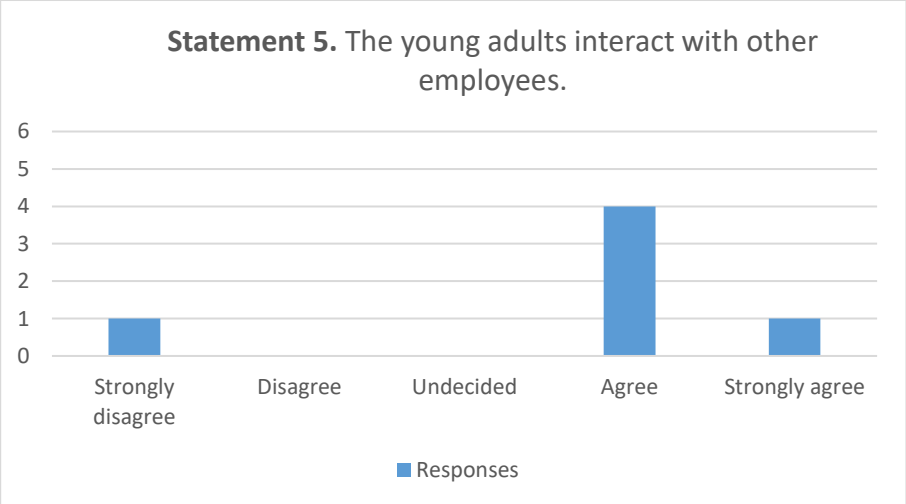


Figure 8. Responses from Employers to Survey Statement 5

5.2.8. Employers Survey

Statement 6 – 'The company assigns a mentor to each young adult'

Two participants responded that they 'strongly disagreed' with the statement made. Two participants 'agreed' with the statement that the company had assigned a mentor to each young adult. It appears that the trend for these answers is that two thirds of the companies of the employers completing the Likert scale did not assign mentors to the young adults. One third of the companies did assign mentors to the young adults.

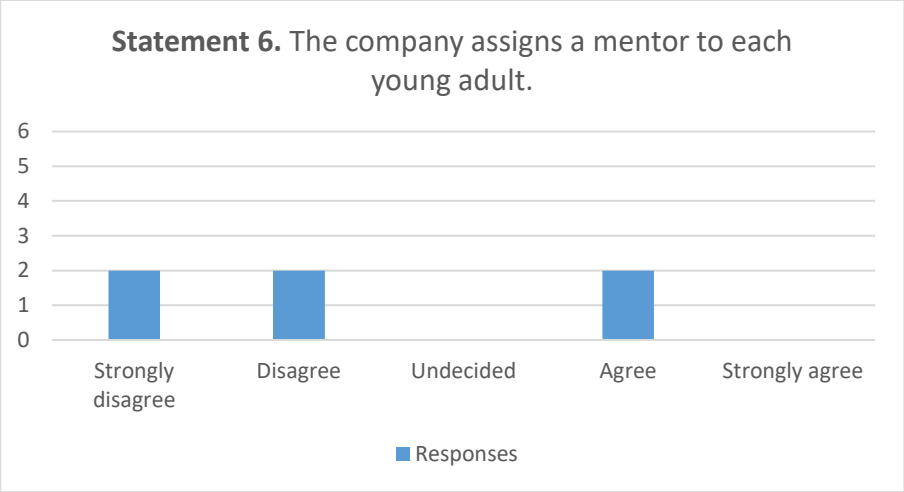


Figure 9. Responses from Employers to Survey Statement 6

5.2.9. Employers Survey

Statement 7 – 'The company has a development programme in place for the young adults'

There is a strong correlation between the answers to this statement and the answers in statement six. Two participants 'strongly disagreed' that there was a development programme in place for young adults. Two participants 'disagreed' and two participants 'agreed'. The correlation becomes even more evident when placing the completed Likert scales side by side. The answers were the same across the board. This would suggest that companies that have a development for young adults in the workplace have included provision in their policy that make provision for the assigning of a mentor to each young adult with a disability who is entering into the workplace.

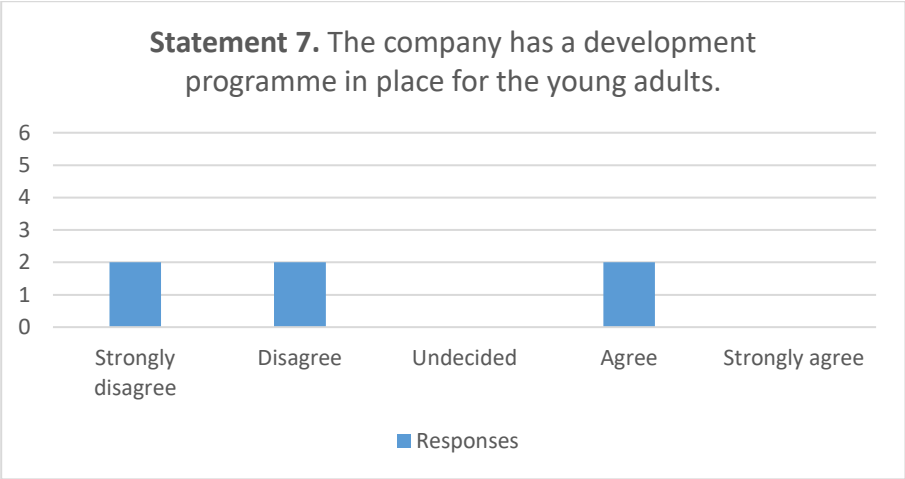


Figure 10. Responses from Employers to Survey Statement 7

5.2.10. Employers Survey

'Statement 8 - The company could do more to support young adults to fulfil expectations and responsibilities'

For this statement, the trend towards agreement was rather unanimous with three participants 'agreed' and three participants 'strongly agreed' that the company could do more to support young adults with a disability in the workplace.

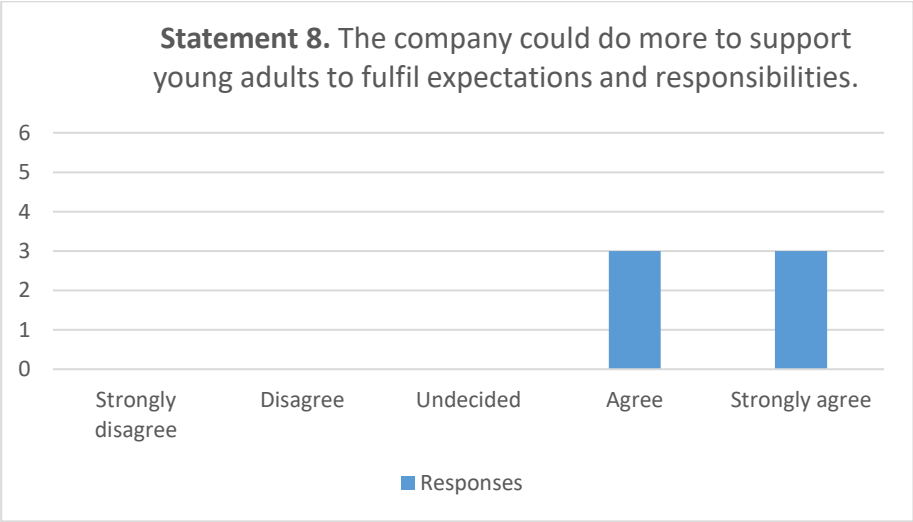


Figure 11. Responses from Employers to Survey Statement 8

5.3. Results from Quantitative data collection from Teachers of Young Adults who have a disability – Survey

These surveys were completed by 8 teachers of young adults who have a disability who had entered into the workplace having left high school between grades 10 to 12. Once again, the

answers for the surveys using Likert scale were diverse, but trends for many of the statements made did arise.

5.3.1. Teachers Survey

Statement 1 – '50% or less of your learners go straight into the workplace after completing their schooling'

One participant was 'undecided' as to how to answer this question. Three of the participants 'agreed' and two participants 'strongly agreed'.

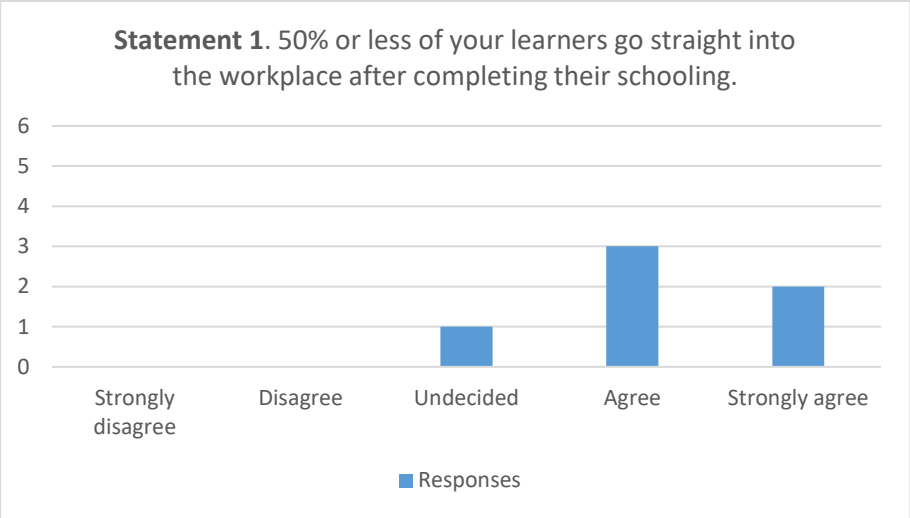


Figure 12. Responses from Teachers to survey Statement 1

5.3.2 Teachers Survey

Statement 2 – 'The learners have been taught interview skills for their interviews in the job market'

This question was included as I wanted to explore the levels of learner preparation. One participant 'disagreed' with the statement made. Three of the participants 'agreed' and two participants 'strongly disagreed'. This indicates that the learners are quite diverse in their answers in accordance to the skills training they received at the school they attended.

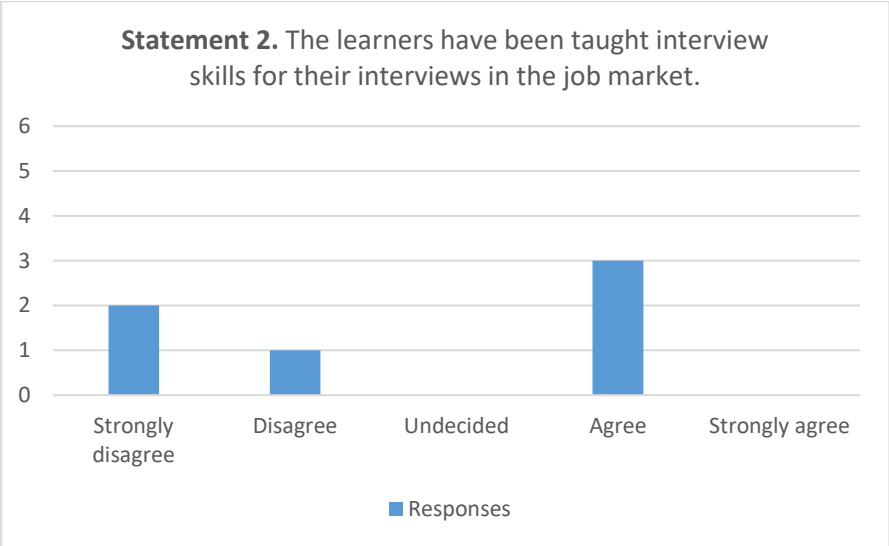


Figure 13. Responses from Teachers to survey Statement 2

5.3.3. Teachers Survey

Statement 3 – 'The learners have participated in a mock interview to better prepare them for interviews into the job market'

One of the participants 'strongly disagreed' with the statement made. There was an overwhelming five participants who 'agreed' that the learners who had participated in a mock interview were better prepared for being interviewed for jobs.

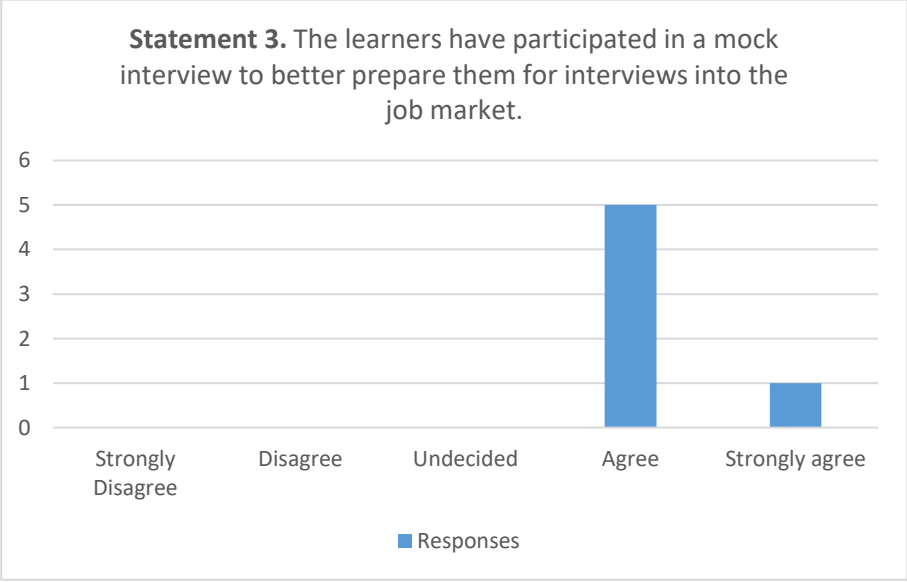


Figure 14. Responses from Teachers to survey Statement 3

5.3.4. Teachers Survey

Statement 4 – 'The learners have been told what may be expected of them in the workplace'

One participant 'disagreed' with the statement. One participant 'strongly agreed'. Four participants 'agreed' with the statement made. The majority of the participants felt that the learners had been told what to expect in the workplace.

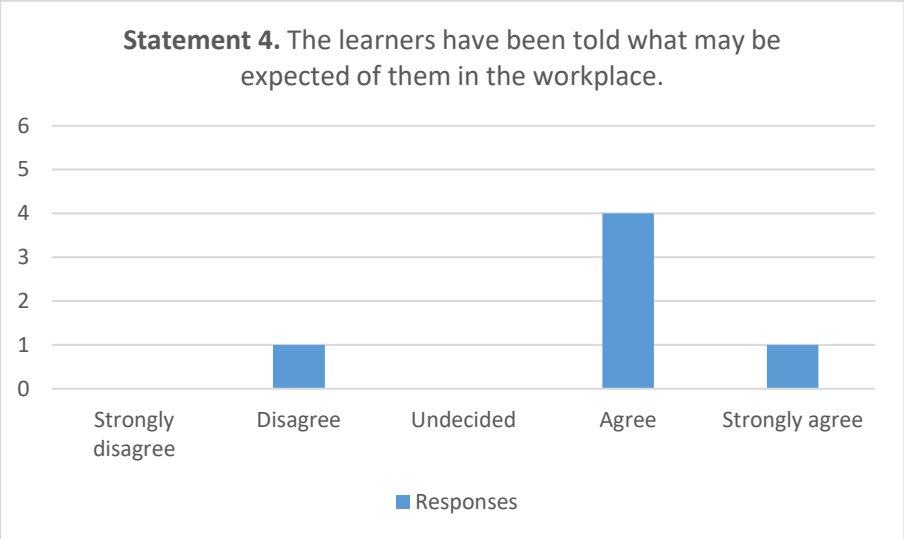


Figure 15. Responses from Teachers to survey Statement 4

5.3.5. Teachers Survey

Statement 5 – 'The learners have been taught about work ethic on the job market'

One participant 'disagreed'. One participant was undecided and four participants 'agreed'. It would seem that the majority of teachers asked feel that their learners have been taught work ethics.

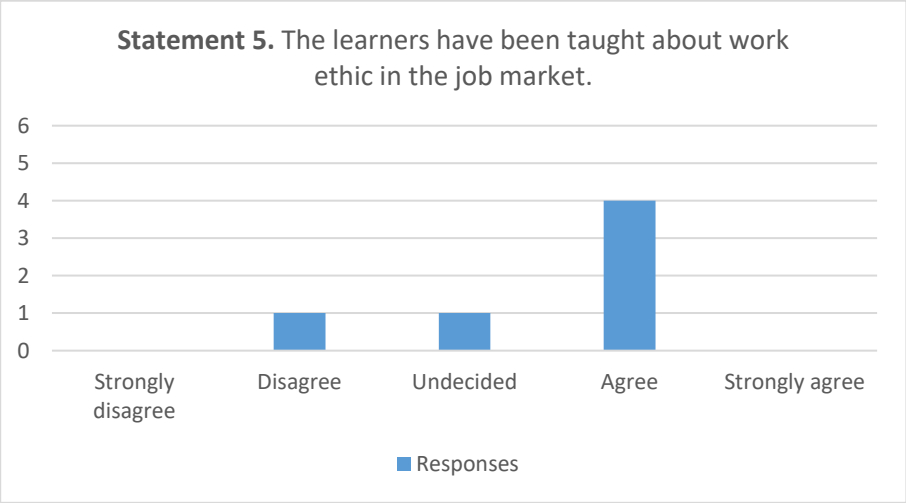


Figure 16. Responses from Teachers to survey Statement 5

5.3.6. Teachers Survey

Statement 6 – 'The learners have been given the opportunity to practice the skills that have been taught at schools'

Two participants were 'undecided'. Three participants 'agreed' with the statement and one participant 'strongly agreed'. 50% of the participants felt that their learners had been given the opportunity to practice skills that had been taught in school.

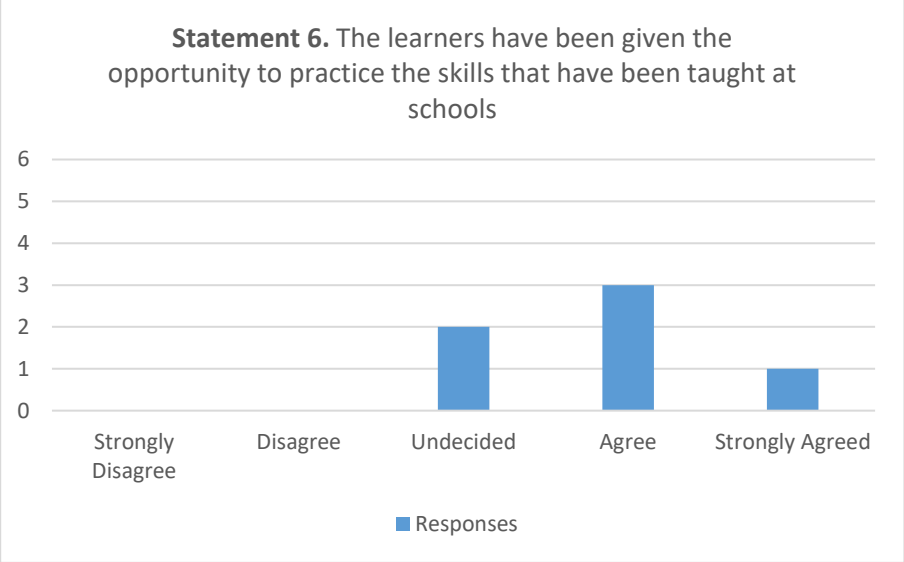


Figure 17. Responses from Teachers to survey Statement 6

5.3.7. Teachers Survey

Statement 7 – 'There are employment opportunities for learners entering into the workplace'

Three of the participants were 'undecided' and three participants 'agreed' that there are employment opportunities available for learners who have a disability to gain employment.

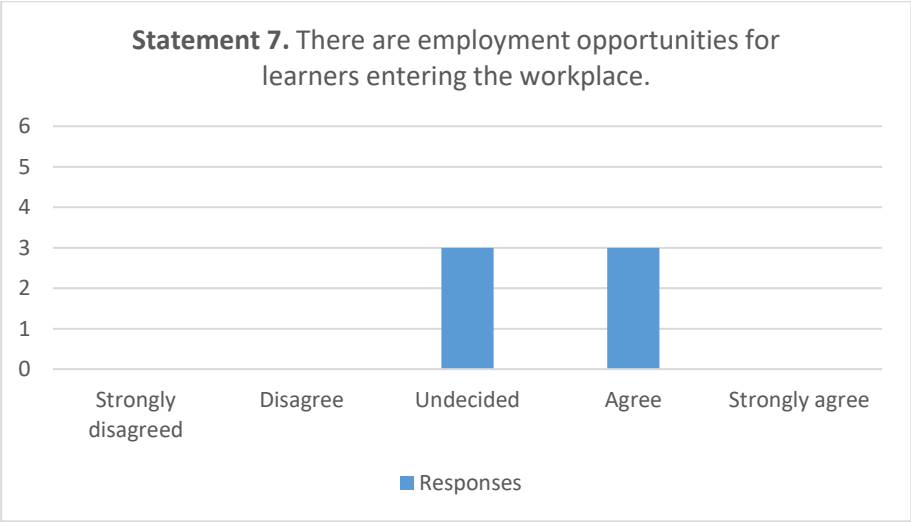


Figure 18. Responses from Teachers to survey Statement 7

5.3.8. Teachers Survey

Statement 8 – 'There are programmes that help learners to make the transition successfully'

One participant 'disagreed'. One participant was 'undecided'. Four of the participants 'agreed' with the statement. Therefore, four of the participants acknowledge that their school does have programmes in place that will enable learners who have a disability to make a successful transition into the workplace.

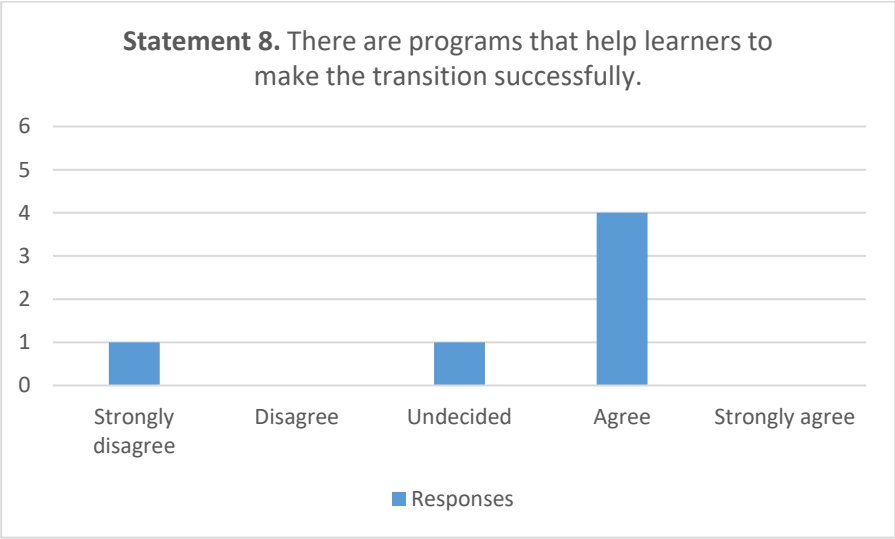


Figure 19. Responses from Teachers to survey Statement 8

5.3.9. Teachers Survey

Statement 9 – 'My school participates in programmes that help to make the transition to the workplace easier'

One participant 'disagreed'. One participant was 'undecided'. Three of the participants 'agreed' with the statement and one participant 'strongly agreed'. Therefore, four of the participants acknowledge that their learners participate in programmes that will enable learners who have a disability to make a successful transition into the workplace.

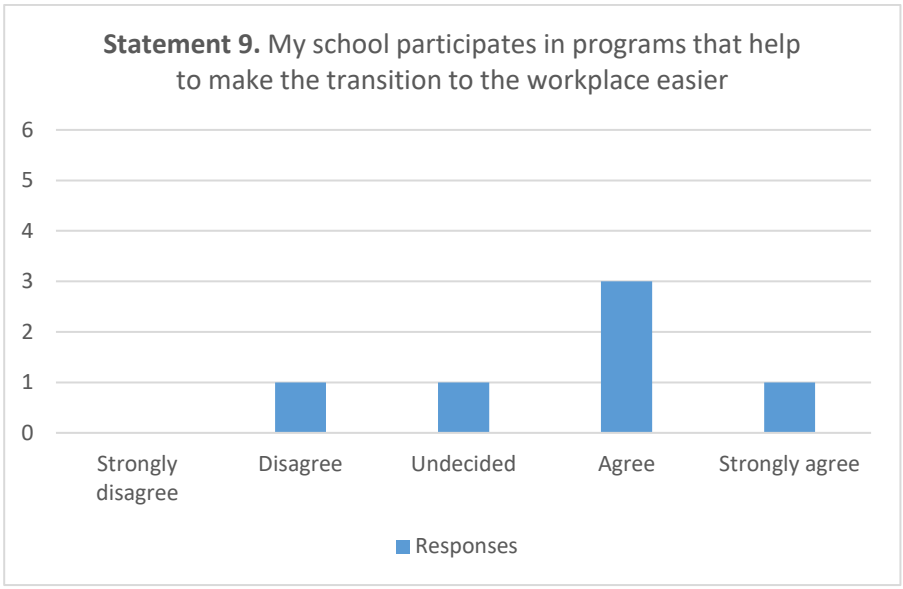


Figure 20. Responses from Teachers to survey Statement 9

5.3.10. Teachers Survey

Statement 10 – 'I feel the school could do more to prepare learners for the workplace'

Three of the participants were 'undecided'. One participant 'agreed' and two participants 'strongly agreed'. On average teachers do feel that the school could do more to prepare learners who have a disability for entry into the workplace.

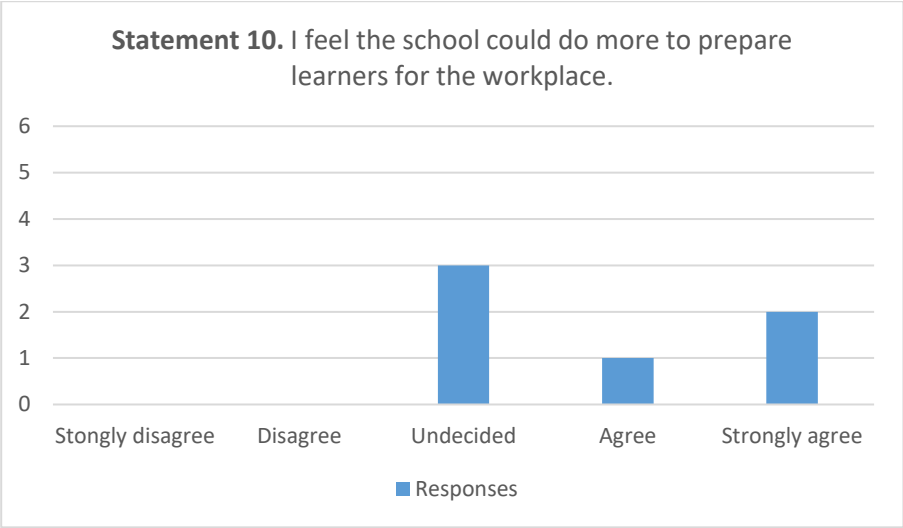


Figure 21. Responses from Teachers to survey Statement 10

5.4. Conclusion

The responses from these surveys will be discussed in depth in Chapter 6.

CHAPTER 6. QUALITATIVE FINDINGS

6.1. Introduction

This chapter reports on and discusses the findings of the data collected through qualitative research methods which included questionnaires and interviews. Interviews were done with 8 young adults who have a disability as well as 8 teachers of young adults who have a disability. Questionnaires were completed by 8 employers of young adults who have a disability. First, I discuss the interviews that were conducted with young adults who have a disability either who are employed at present or who had recently been employed (see Appendix D. Interview questions for teachers who teach at a school attended by young adults with a disability who have entered into the workplace). Secondly, I will summarize the data from the interviews conducted with teachers who teach in schools that cater for learners who have a disability Lastly, I will discuss the answers and the data obtained from employers who employ young adults with disabilities in the workplace (see Appendix E. Questionnaire for Employers who hire young adults who have a disability).

6.2. Qualitative interviews with Young Adults who have a disability

Data was collected through conducting interviews with 8 young adults who have a disability. Results from the interviews conducted with the young adults who have a disability are collated according to each question asked. The interviews had similarities that translated into themes running through them.

6.2.1. Young Adult participants

The research included 8 young adults with varying disabilities that were interviewed. For the sake of anonymity, I have used codes to identify each Young Adult. There are 9 young adults in total. They are identified as from YA1 through to YA9. I originally stated in the research proposal that I would only be interviewing 8 young adults. Due to the fact that YA 3 decided not to continue participation and declined to be interviewed, a further participant was approached for participation in the interviews.

YA1 is a 21-year-old male. He has an Attention Deficit Hyperactivity disorder (ADHD), a speech and language impairment and Primary Dyslexia. He left school before he had completed Grade 11 as he found the academic work too challenging. He had been granted accommodations in the form of a reader and a scribe when sitting examinations, however he

was still not able to complete the academic year. YA1 had been looking for gainful employment, but could not find any work. He was employed by a Doctor, who is a family member, to do general odd jobs around the practice.

YA2 is a 23-year-old male who has high functioning Autism Spectrum Disorder and is Dyslexic. He has been employed by three different small businesses. He has also been asked to leave the employment of all three businesses after a very short time of being employed. He is currently unemployed.

YA3 is an 18-year-old female who has autism and extreme anxiety. She agreed to be interviewed for this research, however cancelled two interviews. When alternatives to face-to-face interviews were discussed she chose to discontinue her participation in the research altogether. YA 3 also declined to complete a questionnaire. Her mother stated that it was her anxiety that had played a huge part in her refusal to participate.

YA4 is a 24-year-old male who has a physical disability. He lost his right arm when he was in Grade 10. He lost the arm after he got into an altercation with a fellow student who pulled a knife on him. The resulting injuries were so bad that he had to have his arm amputated. He wrote with his right hand so, among having to learn to do many activities with one arm, he also had to learn to write with his left hand. He chose to not enter into tertiary education as he was tired of being discriminated against because of his disability. He decided to build his skills himself. He taught himself computer literacy and is currently employed in an IT Department in a small business.

YA5 is a 24-year-old male who is living with Spastic Quadriplegic Cerebral Palsy. He is mobile through the use of a manual wheelchair and needs assistance with certain activities. He attended many job interviews to try to break into the job market; however, he was unsuccessful. He found that he was particularly good with computers and with assistive devices and so created his own small business doing editing and graphic work. YA5 has a Black Belt in Taekwondo.

YA6 is a 23-year-old female who was born with Osteogenesis Imperfecta. It is a genetic disability. which has caused physical decline since she was a teenager. YA6 is now mobile using an electric wheelchair. She attended many job interviews, but was not offered any positions. When she turned 21, she was employed through a friend to work in their

business and found she had a natural talent for research. She is currently still employed in their research department.

YA7 is a male who has Cerebral Palsy with Hemiplegia. He was in a car accident as a baby of 7 months. The injuries he sustained resulted in his unique diagnosis. YA7 moves with the aid of a walker or crutches and uses a wheelchair when he becomes fatigued. After applying for and attending many job interviews, he was not offered employment. He decided to use his knowledge of the mobility difficulties that people who have a physical disability have to start his own business. He is slowly building a business that supplies assistive devices for people with disabilities.

YA8 is a 27-year-old female. She has a severe intellectual disability. She has an academic age of 3 years old and an emotional age of 13 and subsequently was not able to apply for jobs through the usual channels. Her parents approached a family run nursery to ask if they could perhaps provide her with employment. She has worked there for 3 years. She completes simple tasks in this environment, which includes watering the plants and cleaning.

YA9 is a female. She has Attention Deficit Disorder (ADD), Chronic depression, Obsessive Compulsive Disorder (OCD), Post Traumatic Stress Disorder (PTSD) and anxiety. She completed her matric year, but could not attain enough points to enter into tertiary education. Although she applied for numerous jobs, she was not offered any employment. YA9 then placed an advert on Facebook looking for au pair work and was hired. YA9 took the place of YA3 in the research.

6.3. Explanation of types of Disability or Disorder experienced by Young Adults in the research

To provide a clearer overview of the type of disabilities experienced by the young adults with disabilities who participated in the research, I have provided a brief explanation of each type of disability. I have clustered the definitions in three sections, Neurological Disorders, Sensory Disabilities and Emotional Disturbances. The word “disorder” is a medical term (Kasten, 2014) or a medical condition (Vidyadharan & Tharayil, 2019). The Diagnostic and Statistical Manual of Mental Disorders (DSM) V (2013), defines a mental disorder as

‘a syndrome characterized by clinically significant disturbance in an individual’s cognition, emotion regulation, or behavior that reflects a dysfunction in the psychological, biological, or developmental processes underlying mental functioning.’
((DSM) V (2013), P.20).

The term disability is a legal term as defined in the Individuals with Disabilities Education Act (2014). IDEA (2014) defines a disability in a way that requires that a person have a condition that falls within one of thirteen categories and, due to the condition, requires special education and related services (Kasten, 2014). This requirement makes provision for accommodations and modifications for students who have a disability defining disability as ‘a physical or mental impairment which substantially limits one or more major life activities.’ A disorder may give rise to a disability if it is severe or disabling (Vidyadharan et al, 2019).

6.3.1. Neurological Disorders

6.3.1.1. Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder is a disorder that is characterized by a pattern of behaviour that presents in multiple settings. These behaviours can result in performance issues in education, work and social settings. Behaviours include attentional difficulties, organisational difficulties regarding tasks and activities, fidgeting, excessive talking or an inability to remain seated for appropriate periods of time (DSM V, 2013).

6.3.1.2. Autism

Autism Spectrum Disorder, or ASD, is a developmental disorder that affects behaviour and communication. Symptoms of ASD appear within the first two years of life, although it can be diagnosed at any age. People who have ASD have difficulty with interacting or communicating with other people. They tend to have very restricted interests and display repetitive behaviour (U.S. Department of Health and Human Services, 2018).

6.3.1.3. Cerebral Palsy

Cerebral palsy, or CP, is a non-progressive static disorder that is caused by a brain injury or a brain insult in the prenatal, perinatal, and postnatal time period. It is a developmental disability that affects function. CP is characterised by the inability to control motor functions within the normal range (Wilson, Morgan, Shelton & Thorogood, 2007).

6.3.1.4. Dyslexia

Dyslexia is a learning disability that is language based. Dyslexia is characterised by a cluster of symptoms, the result of which is difficulties with specific language skills, in particular reading. People with Dyslexia usually also experience difficulties with other language skills, such as writing, the pronunciation of words and spelling (Chisom, 2016).

6.3.1.5. High Functioning Autism Spectrum Disorder

High functioning Autism Spectrum Disorder, or ASD, is a pervasive developmental neurobiological disorder. It is characterized by significant impairment in an individual's ability to participate in reciprocal social relations affecting behaviour and verbal and non-verbal communication (DSM V, 2013).

6.3.1.6. Severe Intellectual Disability

Severe Intellectual disability, or SID, is characterised by major delays in the intellectual development of individuals. People who have a severe intellectual disability often have the ability to understand speech, but have limited communication and intellectual skills (Sattler, 2002).

6.3.1.7. Speech and Language Impairment

Speech and Language impairment, or SLI, is a difficulty in the mastering of the medium of communication. This is characterized by a difficulty with learning grammar, vocabulary and phonology. Comprehension is also often impaired. Individuals tend to make errors in understanding spoken language if this requires complex vocabulary or syntax (Bishop & Leonard, 2000).

6.3.2. Sensory- Disabilities

6.3.2.1. Physical Disability

Physical disabilities are characterised by impairments in functioning that include loss in mobility or sensory loss, such as blindness or deafness or deaf/blindness (Smart, 2019).

6.3.2.2. Hemiplegia

Hemiplegia is characterized by paralysis of one side of the body. This is caused by injury or illness such as a stroke. Hemiplegia leads to other disabilities. People who have hemiplegia are limited physically (Zenobia & Wong, 2012).

6.3.2.3. Osteogenesis Imperfecta

Osteogenesis imperfect, or OI, is a phenotypically, molecularly heterogeneous group of heritable connective tissue disorders. OI is characterised by low bone mineral density, bone deformities and recurrent fractures. It is a genetic disorder that is inherited (Barisic, Turkalj & Primorac, 2017).

6.3.2.4. Spastic Quadriplegic Cerebral Palsy

Spastic Quadriplegia is a specific type of Spastic Cerebral Palsy. It refers to the difficulty an individual has in controlling movements in the arms and the legs. This impairment is characterised by jerking motions that come from stiffness within all four limbs (Cerebral Palsy Group, 2016).

6.3.3. Emotional Disturbances

6.3.3.1. Chronic Depression Disorder – Dysthymia

Chronic depression is also known as Dysthymia. It is a persistent major depressive disorder. The symptoms are long lasting and cause a great deal of impairment to an individual's ability to function (DSM V, 2013).

6.3.3.2. Generalised Anxiety Disorder (GAD)

Generalised anxiety disorder, or GAD, is characterised by an ongoing worry and anxiety about events or thoughts. The person is generally able to identify these thoughts as excessive or inappropriate, but is unable to curb their response (Gale & Davidson, 2007).

6.3.3.3. Obsessive Compulsive Disorder

Obsessive Compulsive Disorder, or OCD, is a potentially debilitating anxiety disorder. OCD is characterized by the presence of compulsions and/or obsessions. Obsessions are clarified as thoughts, images or impulses that are intrusive and experienced as repetitive and unwanted (Lang. K, 2009).

6.3.3.4. Post-Traumatic Stress Disorder (PTSD)

Posttraumatic stress disorder, or PTSD, is a psychiatric disorder. It can occur in people who have witnessed or experienced a traumatic event such as a natural disaster, a terrorist act, a serious accident, war or combat or any violent personal assault. PTSD is characterized by intense, disturbing thoughts and feelings that are related to their experience. These thoughts and feelings occur long after the traumatic event has ended and may happen by means of flashbacks or nightmares. Sadness, fear or anger and estrangement from others may also occur (DSM V, 2013).

6.4. Results of interviews with young adults who have a disability

Qualitative interviews were conducted with 8 young adults who have a disability. The responses to the interview questions asked of the young adults who have a disability are discussed here (see Appendix C. Interview questions for 8 Young adults who have a disability in the workplace).

6.4.1. Young Adult interview

Question 1 – 'When did you start your job at the company you are at now?'

Six of the young adults interviewed said that they started their jobs straight after leaving school. Two of the young adults are self-employed, as they could not find a job that suited them so they created their own. Of the six participants who were employed straight after school, one participant had recently lost their job due to differences of opinion with the person who had employed them. The remaining four participants are still employed.

6.4.2. Young Adult interview

Question 2 – 'How did you find out about the job?'

Of the eight participants, two participants were employed through family interventions – one by a family friend and one by a company the parents had contacted. Two of the participants were directed towards the employment opportunity through the links that the school they had attended had developed with corporate and SME entities. One of the participants had a family member who approached nurseries and garden centers in the area in which they lived. The young adult was offered employment is a family run nursery. Two participants who could not find employment created their own employment opportunities, one participant after a year of looking for employment, and the other after two years. The final participant placed an

advertisement on Facebook directly after completing school and was approached with an offer of employment.

6.4.3. Young Adult interview

Question 3 – 'Were you interviewed for the job? If yes, did you feel you prepared for the interview?'

Two of the participants were not interviewed at all stating that, in both instances; they were greeted and then told what the job entailed. Two of the participants stated that they had an informal discussion with the manager with one participant stating '*It was like a chat interview*' (YA2) and '*It was just a brief chat*' (YA6). Four of the participants participated in an interview. The second part of the question asked in the interview was whether or not the participants were previously prepared to participate in an interview. Of the eight young adults interviewed, only one participant responded that they were adequately prepared to participate in an interview. Of the seven remaining participants, one participant was very non-committal saying '*I felt neither prepared nor unprepared. I simply answered their questions*' (YA5). Another participant stated that '*I have been to other job interviews. I learnt how to do each interview from the results of the previous one*' (YA7). Lastly, one participant commented that her lack of preparedness to participate in an interview took a toll on her mental state, '*As someone with mental conditions it makes it very difficult for me, it could cause a lot of anxiety sometimes even a full blown panic attack*' (YA9).

6.4.4. Young Adult interview

Question 4 – 'Were you taught how to take part in an interview at school?'

Question 4 explores and underpins Question 3. Only two participants replied that they had been taught to participate in an interview by their teachers at school. '*We did do practical's there. We had to come in all neat and tidy wearing a suit and being presentable and all that*' (YA2). The rest of the participants said that they had not been taught effective interview skills at school. Of these six participants, one participant said that '*It was a skill I picked up from the Internet*' (YA4).

6.4.5. Young Adult interview

Question 5 – 'Have you done any job shadowing?'

Six participants had done some sort of job shadowing previously. Their job shadowing experiences seem to have been quite varied with two of the participants doing job shadowed

in a large South African based Pharmaceutical distribution company and at the Johannesburg Zoo. This experience was arranged through the Colleges that the participants had attended at the time. '*I did picking and packaging. I had to open a box and pick the items and bring it to the packaging department where they would open a new box and seal it all up*' (YA2). Two participants did not do any job shadowing, with one participant commenting '*I just drifted from one bad experience to another until I got to where I am now*' (YA6).

6.4.6. Young Adult interview

Question 6 – 'Tell me about your job'

There were quite a wide range of replies to this question. YA 1 files and does odd errands around the office in which he is employed. YA2 worked at a dog day care center and would feed, water and walk the dogs. YA4, YA5 and YA6 are employed in a more corporate capacity in which they are required to have good research and IT skills. YA7 is a student tutor and has recently started a small business in which he is selling wheelchairs and wheelchair accessories. YA 8 stocks shelves and YA9 looks after young children.

6.4.7. Young Adult interview

Question 7 – 'What subjects did you take at school and which of those subjects prepared you for the work you are doing now or the job you did?'

Of the eight participants, seven stated that the subjects they took at school did not prepare them for the work they are doing now. Only one participant said that the subjects they took at school had adequately prepared them for the job they are doing now. This YA6 said '*I did a range of subjects including Mathematics. This did help me with my job as I deal with a lot of data and it is beneficial to be good with numbers*'. The seven participants who responded in the negative gave valid reasons for their answers. YA1 said '*I think school should have more subjects that will help them when they go into their jobs*' with YA9 reflecting the same sentiment with '*In school they don't really cover things that are truly necessary for the outside world, (taxes, debt, budgeting, etc.)*'. YA5 took this one step further by stating '*None of the subjects I took (except perhaps English) have had a direct impact on my ability to earn a living*'. Both YA7 and YA2 noted that there was a very limited choice given as to the subjects they could take. '*There were only two classes available which were IT and hospitality. So I just did the cooking class. I did food prep*' (YA2).

6.4.8. Young Adult interview

Question 8 – 'What skills do you have that will help you to be successful in a job?'

The skills that the participants mentioned fell into two broad themes, the first being practical and applicable skills and the second being social and emotional skills. Of the practical skills, YA1 responded that he had completed a course in massage and was hopeful that this skill would come in useful one day. The rest of the participants responded along the line of more social and emotional skills. YA4 and YA9 both stated that they are fast learners. YA5 said '*I'm self-motivated, with an extremely high work ethic' and 'I am very driven to do well in the job I am doing now*'. YA7 reflected this statement by saying that he is very driven to do well in the job he is currently in. Both YA2 and YA9 said that good social skills are important in the working environment.

6.4.9. Young Adult interview

Question 9 – 'What skills do you think you need to be able to do a job properly?'

Two of the participants agreed that good social and communication skills were necessary to be successful in the workplace. '*Social skills are very important because you know how to get along or how to talk to a customer or to a Doctor. You know what to say or not what to say*' (YA1). Three of the participants said that an ability to follow rules and instructions was essential. Two participants agreed that it was necessary for a person to be able to work within a structure, to be able to manage oneself and to be organised in order to do what is expected in the workplace. Only one participant said that the most important skill was to be self-motivated in order to do a job well.

6.4.10. Young Adult interview

Question 10 – 'What do/ did you like most about your job? What do you/ did you not like about your job?'

All of the participants stated that they enjoyed being employed. The responses as to what they liked about their job were quite diverse, ranging from the physical environment in which they found themselves, such as in the case of YA2 '*the dogs*', and YA1 '*I like working for my aunt*', to being able to get out of the house and go to a place of employment in the case of participants YA8 and YA9. A big factor contributing to the enjoyment of one's job was the ability to '*be my own person and don't have to ask anyone else permission*' (YA7).

6.4.11. Young Adult interview

Question 11- 'How do you feel that you make a useful contribution at the company?'

All of the eight participants responded positively, stating that they had made a useful contribution. YA6 said that her skills in research into disability and the fact that she had a disability made her a valuable asset to her company. YA4 stated that he was good at his job, whilst YA9 felt that she had a positive influence on the people that she works with. YA1 felt that he made a useful contribution by taking some of the workload off the other people in the office.

6.4.12. Young Adult interview

Question 12 – 'How does the company support you?'

Of the eight participants, six said that they had experienced some level of support from the company. The level of support offered consisted of physical accommodations being made in the case of YA6. The company has provided her with a parking space right next to the entrance, as well as built a ramp to ensure that she is able to access the building in her wheelchair. They have also adapted the bathroom and lowered all the shelves and the microwave in the kitchen. This is, however, the only participant whose company made quite big physical accommodations. The rest of the accommodations were based more around the emotional support. Two of the participants mentioned that they were not discriminated against and felt safe in their environment (YA4 and YA7). One participant was happy to be included in the company lunch and tea breaks (YA2). YA9 felt supported emotionally by her employer, '*My employer is aware of my mental position and tries to listen and understand what I happen to go through during the day*'. The final participants stated that their company offered no support at all.

6.4.13. Young Adult interview

Question 13 – 'Have/ had you been offered any training by the company? If yes, what training have you completed?'

All of the eight young adults interviewed answered no. None of them had been offered any training by the company at which they are/ were employed. Three of the participants had taken it upon themselves to upskill by enrolling in various online courses that they felt were relevant to the jobs they were doing or the jobs they were seeking to do.

6.4.14. Young Adult interview

Question 14 – 'What training do you think you would like to have to help you do your job better?'

Of the eight participants, four stated that they would like to receive more training in the job that they are presently doing. YA6 stated '*I am keen to do more research based courses on how the market can be influenced to help people with disability*'. YA9 '*would like to do a first aid course and an online teaching course*'. Four of the participants said they would like to receive further training, but did not know what field of training they would like to pursue. YA7 expressed regret as to not having studied more, '*I wish I had started training earlier*'.

6.4.15. Young Adult interview

Question 15 - Looking back how do you think the school could have done to better prepare you for the workplace?

The participant's responses to this question were very insightful as all of them stated that their respective schools could have done better to prepare them for the workplace. Many of the responses were around the choice of subjects offered and their relevance to the working world. '*I think all schools can prepare all their kids much better for the working world. With different subjects and the way they achieve. I think schools should have more subjects that will help them when they go into jobs*' YA1). YA2 said '*School could have actually done subjects like job sampling and employment rules and management and you know. They could have done something like that to improve my knowledge of the world*'. Two of the participants' answers were based more on preparing the young adults for the world at large, '*Schools should really start to look at what is going on in the actual world and give us classes or lessons in different things we will need to be able to do outside of school. Parents should also be willing to give kids these life lessons as well. Maybe also add in some coping mechanisms for healthier mental, emotional and physical wellbeing*' YA9).

6.5. Qualitative interviews with teachers in schools who teach young adults who have a disability

Eight teachers participated in this research. The participants are all teachers who teach at schools that cater for young adults who have a disability. Here is a synopsis of each teacher that has participated in an interview. For the sake of anonymity, I have used codes to identify each of the teachers. The participants are identified as T1 through to T8.

6.5.1. Teacher profiles

T1 has been an educator for 12 years. He is currently employed at a Government full service school. He teachers Grade 10 subjects. His learners have a range of disabilities. Included in these disabilities are Minimal brain disorder, Dyslexia, Autistic learners and learners with physical disabilities.

T2 is also a seasoned educator with many years of experience. He has recently started working in a privately run vocational college for young adults who have a disability. The school caters for learners from Grade 8 up to Grade 12. There is a strong leaning towards communication and computer skills training in this particular school, as well as subjects that are practical in nature.

T3 has very recently entered into the teaching profession. He is working at a private facility that caters for learners who have either an intellectual or sensory disability. The school has learners between 12 to 18 years of age.

T4 is also a young teacher. He has been teaching in the mainstream environment for four years and has only recently been employed to teach IT Skills at a private school that caters for learners who have a disability. The school offers only academic subjects.

T5 has taught for 29 years. She teaches at a private school that caters for learners who have a disability. The learners at the school range from having a mild disability to more severe disabilities that impair and intellectual functioning. The school offers academic subjects as well as vocational subjects.

T6 is a very young teacher who has been teaching special needs learners for only 2 years. She is at a private school in Johannesburg. The learners in her class have severe mobility disabilities as well as intellectual disabilities. The curriculum at the school is very specialized, focusing on teaching communication skills and skills that will prepare their learners for simple tasks in the workplace such as packaging.

T7 has been teaching for 11 years. She is teaching in a government school that only caters for learners who have a disability. At the school, learners are taught core subjects such as Mathematics and English. Further to these subjects, they are then offered a range of vocational subjects, which they are encouraged to explore through their time spent at the

school. The school seems to take a holistic approach to the education of its learners, also offering a range of sport and extra-mural activities.

T8 is a teaching in a government run school that caters for learners from Grade 8 up to Grade 12 who have a disability. The school is very focused on catering for the needs of all their learners, especially with a view towards helping them to enter into the job market. To this end, they provide vocational skills.

6.6. Results of interviews with teachers who teach young adults who have a disability

Qualitative interviews were conducted with 8 teachers of young adults who have a disability. The responses to the interview questions asked of the teachers of young adults who have a disability are discussed here (See Appendix D. Interview questions for 8 teachers who teach at a school attended by young adults who have a disability who have entered the workplace).

6.6.1. Teacher interview

Question 1 – 'What skills do you think learners need to prepare them for entry into the workplace?'

The majority of the participants highlighted two main skills that they thought were important for a young adult with a disability to have. These are good computer skills and adequate communication skills. Other skills mentioned were around teamwork, problem-solving skills and '*A knowledge of ethical behaviour in the business environment*' (T1). T3 also stated time management as an important skill and the ability to respond to constructive criticism. T6 said that '*Young adults need to be able to get along with other people, in a social space. They need to be able to follow directions and to carry instructions out quickly and well*'. T7 added that '*a willingness to learn was a necessary skill*'. T8 provided a comprehensive list of skills she thought young adults would need. She mentioned all the soft skills as above, but also added more technical5 skills such as media literacy skills, information literacy skills and digital citizenship.

6.6.2. Teacher interview

Question 2 – 'What subjects can the learners take that will better prepare them for entry into the workplace?'

Participants responded to this question by reiterating that the need for good computer skills and adequate communication skills were important in the context of subjects that they felt the learners needed to take at school to feel better prepared. T2 added that agriculture and

technical related subjects would be beneficial. T5 suggested that learners should be provided with access to subjects that would help them to follow a career of their own choosing. For example, '*If maybe the learner wants to be a business man, subjects like business accounting or business management*'. T4 said that they considered entrepreneurship and business management subjects to be important. T7, who is a teacher at a vocational special needs school for people who have a disability, said their school offered a 'skills' programme for the senior phase learners which included subjects such as Car-Wash, Woodwork, and a School-to-Work program. The school offers a differentiated CAPS curriculum. '*Subjects that are included in the DCAPS are: Ancillary Health, Agricultural Studies, Consumer Studies, Woodwork, Beauty and nail Technician, Office Administration, Plumbing etc.*'.

6.*6.3. Teacher interview*

Question 3 – 'What do these subjects cover that better prepares the learner for entry into the workplace?'

Question 3 is very closely linked to question 2 as it explores the necessity for subjects recommended by the teachers in their answers in Question 2. T1 backed up their recommendation of teaching communication skills by saying that '*having good communication skills increases the level of production in all workplaces as it will prevent miscommunications, which normally causes delays in the production of the business*'. T2 says that entrepreneurial skills are important because young adults may want to start their own business and would need the skills necessary to do so. T5 backed up his assertions made in Question 2 by repeating the same suggestion of teaching business and entrepreneurial skills. T4 also made strong recommendations regarding the teaching of business management skills to '*equip them in basic background in business studies and they might even use that to empower themselves in running their own business*'. T6 said that skills recommended in Question 2 would fulfil the basic skills required by future employers. T7 and T8 were confident that the vocational based subjects already offered at their respective schools adequately prepared their learners for entry into the workplace.

6.6.4. Teacher interview

Question 4 – 'What opportunities are available for learners to practice skills taught before they enter the workplace?'

T1 stated that there were minimum opportunities available. T6 said they only practice participating in an interview with their learners, but nothing else beyond that. T3 concurred by saying that their school practiced interview skills, they also practiced life skills and

participated in work readiness programmes. T5 said their school made arrangements to take learners to the workplace for practical practice, adding '*Practical practice is a good opportunity for them to be employed by that particular company provided they deliver what is expected of them*'. T2 and T4 said that their schools try to help learners enroll for learnerships and internships to gain on-the-job training. T7 and T8 stated that their learners practice the skills in the vocational subjects they have chosen every single day while they are at school.

6.6.5. Teacher interview

Question 5 – 'What programmes that empower learners with the skills necessary to enter the workplace does the school run?'

All the schools at which the 8 participants work had put School-to-Work programmes in place. The content of the programmes varied. The schools at which T4, T5, T6 and T7 work ran practical skills programmes that included skills that are deemed to be necessary in the wholesale and retail business. The focus of the skills programme run in the school at which T8 is employed is around helping learners to find their passion by exploring their own strengths and weaknesses, encouraging expression of ideas and opinions and making learning relevant for possible future entry into the job market. T1 said their school ran a business administration course and T3 said the extent of the programme run at their school was to teach their learners how to write a Curriculum Vitae and the learning of life skills. More specifically, how to talk to others.

6.6.6. Teacher interview

Question 6 – 'How is your school made aware of employment opportunities that are available for young adults with disabilities to enter the workplace?'

T7 supplied the most positive response to this question by stating '*over the years, my school has made some excellent contacts and built rewarding relationships with our immediate and extended communities*'. T2, T3, T4 and T5 relied on finding out about employment opportunities through emails, calls, advertisements in the mail and social media. Government websites were also listed as a source for finding out about employment opportunities for young adults who have a disability. The school that T1 is employed by has forged a strong relationship with the businesses in the area around the school. These companies communicate directly with the school when appropriate employment opportunities arise. T6's response highlighted a difficulty in the awareness of the availability or work opportunities by stating '*we are supposed to be linked to the Social Development Department, who should be feeding*

us information with regards to employment opportunities. This does not seem to be happening though, so the young adults tend to leave us without having secured employed going forward'.

6.6.7. Teacher interview

Question 7 – 'What interventions would you put in place to make sure learners are fully prepared to enter the workplace after school?'

T1 stated that she would '*Prepare them to be ready to adapt to new situations and make sure that they understand the cultural and psychological barriers that they will later face at their workplace environments. This will help them to easily address any issue they may face in a professional manner*'. T 4 suggested that the focus should be on skills that make young adults who have a disability more employable. T2 and T5 would ensure that learners practice what they have learnt at school and T3 says that learners must be provided with information necessary to make the transition a successful one. T6 said they would change the programme completely, '*I would go back to more practical skills such as used to be offered in the technical colleges. They were practical, useful and assured the young adults of a job as maybe an apprentice when they left school*'. T7 and T8 feel that their school has already put interventions in place to make sure learners are fully prepared to enter the workplace after school and that these interventions have already been put in place.

6.6.8. Teacher interview

Question 8 – 'What do you think the biggest barriers are for a young adult who has a disability leaving school and entering the workplace?'

The barriers that the teachers listed were numerous and range from the disability itself, '*Speech, hearing, language and sight*' (T3), to the physical barriers that block access to the workplace such as '*public transport barriers*' (T4). T1 mirrored the sentiment raised by T3 by stating that young adults have an inability to venture out and participate in the career of their choice due to their disability. T2 says that learners may not have the necessary skills required for the workplace and are not marketable. T6 also states that prospects of employment are low and T8 says that the young adults may have fewer career opportunities to choose from and may lack clear avenues for career advancement. A big theme that emerged as a barrier is the way in which young adults who have a disability would be perceived in the workplace, *'[A] lot of people do not understand that disabled people are also human beings who deserve to be treated as any other person*' (T4). T5 says '*They mostly do not get recognized as people who have abilities like normal people and that deprives them opportunities in life*' and T6 says '*I*

think the biggest barrier they face is that of being unemployed with no prospect of employment. That must be a very scary future for them to face. I fear these young adults are in line for abuse'.

6.6.9. Teacher interview

Question 9 – 'How do you think the young adults are enabled by the school for entry into the workplace?'

All the participants except T6 said that the school they were employed at did, to some degree, enable young adults for entry into the workplace. T6 said '*I don't feel they are enabled at all. I feel that we are not doing our jobs in supporting these young adults as we are constrained by what we can offer concerning the curriculum. It is too academic, when what is needed is more practical skills*'. T7 and T8 shared the same ideas with T7 reporting '*My school enables each learner to be introduced to a variety of different skill subjects and work experiences. The learners are encouraged to give their input regarding their interests. This enables the staff to place the learners according to these interests as best as possible. Our school also ensures that the learners are shown and taught the socially acceptable ways of interacting with 'colleagues' and the general rules of the workplace*'. In some instances, employers do follow best practise with regards to enabling young adults who have a disability in the workplace to do jobs which they are able to succeed in.

6.6.10. Teacher interview

Question 10 – 'How do you feel the government could support teachers in special schools to better prepare young adults who have a disability to enter the workplace?'

Participants T1, T3, T7 and T8 all stated that the government could provide training for teachers to specialize in the field of special needs education. T1 says the government could do this '*by arranging workshops whereby teachers can gather and share strategic information on how they cope with the daily challenges that they face in their classrooms*'. T2, T4 and T8 said that the government could provide teachers and learners with '*the required tools, equipment, resources needed for both theory and practice*'. Facilities such as the kitchen and bathroom need to be more accessible (T4) and '*They can check the infrastructure of the school*' (T8). All these suggestions address the physical environment of the teachers and the learners. One teacher, T7, mentioned the financial aspect of special needs education by stating '*In an ideal world, if the government was able to increase the subsidies available to special needs schools, this would be advantageous to the learners*'.

Some of the participants said they would address the government regarding curriculum changes. T4 said '*Offer relevant courses that will make the learners employable*'. T6 stated '*I think they should consider more practical subjects and perhaps relook at the technical colleges for these young adults*'. T7 said '*A greater variety of skills subjects would be taught (contextually, more teachers and space is needed), which would ensure learners are introduced to more skills*'. Lastly, T6 said '*I also feel they should oversee the employment of young adults that has been mandated, more rigidly than they have been doing to ensure employment*'. There is a feeling that learner's need to be offered subjects that are more skill based to help them find employment in a variety of settings. There is also a need for employers to be available to support young adults once they have been placed.

6.7. Qualitative questionnaires completed by employers who employ young adults who have a disability

Eight employers of young adults who have a disability participated in this research. Here is a synopsis of each employer that participated in an interview. For the sake of anonymity, I have used codes to identify each of the employers. The participants are identified as E1 through to E8 (See Appendix E. Questionnaire for Employers who hire people who have a disability).

6.7.1. Employer profiles

Eight employers participated in this research. They range from being Human Resource Managers (HR) at a company that hires people with a disability, to an owner of an SME (Small to Medium Enterprise) who hires people with a disability. Each employer is profiled to place what their requirements concerning employment of young adults who have a disability may be. For the sake of anonymity, I have used codes to identify each Employer who participated in the interviews. The participants are identified as EM1 through to EM8.

EM1 owns and runs a second hand bookshop. He employs 5 people, two of whom are young adults who have a disability, one of whom participated in the research. These young adults are children of people who frequent the bookshop and were looking for somewhere they knew their young adults who have a disability would be safe and involved in daily employment. The young adults are expected to help customers find books they are looking for, replace books back on the shelves and keep the shop neat and tidy.

EM2 is the owner of his own company. His company provides software that is used for internet security. He currently employs 32 people in total. He has hired two young adults who have a disability to help him with small administrative and physical tasks within the company.

EM3 is the Human Resources (HR) manager of a large property rental agency. There are currently 45 employees. The company has a protocol that makes allowances for the hiring of people who have a disability. At present, he has only one young adult who has a disability working for the company. The young adult's duties include small administrative tasks such as collating and distributing promotional material.

EM4 has her own business. She is an estate agent and has hired one young adult who has a disability to 'hold the fort' while she is out and about showing houses.

EM5 is the Human Resources (HR) manager for a very large pharmaceutical company. The company adheres to very strict guidelines as to the hiring and support of people who have a disability. EM5 makes sure these guidelines are met and is directly responsible for the young adults with disabilities who are employed by the company. Young adults who have a disability are hired as 'checkers' and 'packers' of the pharmaceuticals.

EM6 is the Human Resources (HR) manager for a large industrial company. She hires young adults with varying disabilities to take up 'apprenticeship' roles within the company. The young adults are placed under the charge of line managers who report to EM6.

EM7 is one of the owners of a family run Insurance agency. The Insurance Agency has approximately 26 employees. At present, two young adults have a disability in their employ. These young adults carry out administrative duties in the company. One of the young adults participated in this study.

EM 8 owns a very small private company and has only 1 young adult who have a disability in his employ. EM8 installs broadcast equipment across Johannesburg and is training the young adult in his employ to be an assistant.

6.8. Results of questionnaires completed by employers of young adults who have a disability

The responses to the questions asked of the employers of young adults who have a disability are discussed here.

6.8.1. Employer

Question 1 – 'Do you follow an interview process for all the applicant for jobs in your company?'

All 8 participants agreed that they followed an interview process when interviewing people to fill jobs at their company. However, the criteria for these interviews varied from one participant to the next. This criterion was largely based on the industry in which the employer was based and/ or was very job specific. EM1 cited '*Good level of General Knowledge, a specific knowledge of literature and books, an outgoing personality, an ability to work with people, preferably experience in the retail industry*" as being relevant criteria that needed to be fulfilled. Both EM12 and EM5 had a very definite process that was to be adhered to regardless of the position being applied for. In each of these companies, there are three rounds of interviews and the applicants are scored on different aspects in each round, ranging from personality to ability. In both of these companies, the CEO had the final say.

EM3 only required that participants had the right experiences and qualifications for the job advertised. They also added 'personability' and an ability to communicate well. This was also a requirement for EM6 whose main criteria was an ability to communicate well. Written and verbal communication was highlighted as being very important. Some form of motivation and willingness to be trained to better these skills was also part of the criteria. EM4 required candidates to be fully mobile physically as well as being able to carry out administrative tasks using a computer. They also insisted that candidates have good communication skills as well as be diligent and committed to the job.

EM7 simply stated that they did interview all applicants, but was not very specific as to what criteria an applicant needed to fulfil to qualify for a job at their company. EM8 was the only employer who preferred to hire people who have a disability through an agency that specifically trains and helps people who have a disability to find appropriate employment.

6.8.2. Employer

Question 2 – 'Is the interview process changed or adapted for the hiring of people with any form of disability'

Four of the participants answered with a definite 'No'. One of these participants stated that they only hire people with 'minor disabilities', not anyone with an 'extreme disability'. The other four participants concurred that they would and had adapted or changed their interview process when interviewing people who have a disability. EM7 said that '*we tailor the interview for the job and the criteria needed for the position. The level of interview questions asked also apply to the position being applied for*'. EM8 preferred just to have a chat to '*get to know the person's interests and capabilities a bit better*'. EM6 said that the interview process was adapted according to the job that was being applied for. Lastly. EM4 said that they would adapt their interview depending on the nature or severity of the disability of the person applying for the job.

6.8.3. Employer

Question 3 – 'In your opinion, what skills are required by young adults who have a disability upon entering into the workplace?'

The aim of this question was to gain a greater insight into the skills that many employees would require young adults with disabilities to have as the very basic entry level to employment. Participants EM1, EM36, EM4, EM5 and EM6 all felt that the skills required by young adults with a disability entering into the workplace are the same skills they would expect from a young adult who did not have a disability. The range of skills required included requisite levels of numeracy and literacy, computer skills, good verbal communication skills, problem solving skills, listening, and understanding. So called 'soft skills' such as manners, punctuality, integrity and the ability to adapt to an ever-changing environment were cited as being important. EM2 stated that '*skills can be taught. It's all about their attitude towards life and work*'. EM8 was more concerned about the young adult's ability to contain/manage themselves emotionally. Of all the participants, only EM7 said that the level of skills required would depend on the job being applied for and the level of disability the young adult had.

6.8.4. Employer

Question 4 – 'If any, what support programmes are in place to help the young adults with a disability to make the transition from school into the workplace effective?'

The answers to this question fell into three categories. The first category was that there were no support programmes in place to help young adults with a disability to make the transition into the workplace successful. Nor did any of these participants have or know of any plans for their companies to make such programmes available. Three participants, EM2, EM3 and EM5 outsourced this responsibility by collaborating with a skills development group. Two of the companies used the same skills development group. EM5 states '*We paid for about 20 school leaving students who had varying degrees of disability. This was normally a one-year programme where students would be taught skills needed for the workplace and how to manage their own disabilities. After graduation, the SDC would assist student with looking for and applying for jobs, setting up interviews and prepare the person for the position applied for. We would have the first pick of these graduates before they were released of their contracts*'.

The remaining participants, EM1, EM7 and EM8 indicated that the support they offered young adults with a disability concerning transition into the workplace was individualised, depending largely on the concerns and needs of an individual at any time support is required. The nature of support offered was both emotional and skills based.

6.8.5. Employer

Question 5 – 'What do you think is the largest difficulty facing your staff development programme regarding the young adults in your employ who have disabilities?'

One participant was completely undecided and did not select any option. Two of the participants, EM2 and EM7 stated that the greatest difficulty they faced was the time needed for the young adult to settle into the workplace in relation to the productivity goals required of the young adults. They were concerned that the young adults would not be able to do their jobs effectively from the beginning of their employment contract. EM4 had concerns around reliability and accountability and the young adult's ability to do a full day's work. EM1 and EM8 found that the largest difficulty facing their staff development programme regarding young adults with a disability in their employment was '*getting able-bodied staff to buy into and understand the reason for employing disabled people*' (EM1), and '*the social issues that need to be resolved as they tend to push back against authority and do not take orders very*

well' (EM8). EM5 said that finding the young adult a mentor that understood disabilities was their largest difficulty.

6.8.6. Employer

Question 6 – 'How has your staff enabled the successful transition for the young adults who have a disability into the workplace?'

EM 4 and EM 5 stated that young adults who have a disability are treated differently in the workplace and people who are already in the space do not make the transition for young adults an easy one, '*if they know, they would treat him differently*' (EM5). The rest of the participants felt assured that their staff would and has enabled the successful transition of young adults with a disability into the workplace. EM1 said that other employees would '*use their experience and knowledge and pass it onto the new employee*'. EM2 stated that the culture at work was based on a team effort and the team would pull together to help the young adult. EM3 said his staff would do what they could to make sure the young adult felt comfortable and safe. EM6 and EM8 stated that they had a very accepting staff, although EM8 added that *'[We] have also seen a bit of discrimination which we are very aware of and stop as soon as we notice it. Some staff members are willing to help*'. EM7 said that '*Any person who is willing and able to be a part of the team and do their job to the best of their ability is welcome*'.

6.8.7. Employer

Question 7 – 'How often are performance reviews conducted with new employees who experience difficulties?'

Of the eight participants, three participants noted that performance reviews are conducted throughout their company every three months regardless of whether an employee has a disability or not. EM1 said that he conducted a performance review as often as required and EM3 said that his company did not do performance reviews at all, but monitored employees and intervened when necessary. EM7 had a similar response, stating '*With the mentorship programme we are able to keep an eye on an employee's performance all the time and correct or intervene when needed*'. EM4 reported that their company had a staggered approach to performance reviews and provided a lengthy explanation, '*Initially, reviews are conducted weekly, then bi-weekly, then monthly and finally quarterly*.

In these meetings, especially in the first quarter of employment and during the probation period, there is a lot of coaching and mentoring, fine tuning and further explanation of expectations from the employer'. Lastly, EM8 said that, whilst they keep an eye on individuals who have a disability all the time to make sure they are ok, they still prefer to hold a more formalized monthly performance review to make sure everyone is on the same page.

6.8.8. Employer

Question 8 – 'Is there intervention offered once a performance review has been conducted? If yes, what intervention is offered?'

Every single participant stated that intervention was offered following a performance review. The intervention that was offered was based on the type of support needed. The most comprehensive answer to this question was received from EM5 who said '*If the person has a competency related deficit, provisions could be made to teach or train through internal or external sources i.e. computer or machine operation. If the person has in interpersonal skill related deficit, a mentor could be assigned or HR will advise that the person see a professional for assistance i.e. confidence, communication, and professional conduct*'.

6.9. Summary of findings form Qualitative Data Collection

This section presented the data that was collected by qualitative research tools including interviews and questionnaires. The results and analysis of the results are further discussed in Chapter 7.

CHAPTER 7. RESULTS AND ANALYSIS

7.1 Introduction

The main question asked in this research is 'What enables or constrains the successful transition of young adults who have a disability from tertiary education to the workplace?' This chapter will show that this question has been answered substantively through the use of Likert scales questionnaires and complimentary interviews. The results obtained from the data collection process have also presented us with insights into how young adults with a disability reflect on their preparation and initial transition to the workplace. This research also shed light on the kinds of barriers experienced by young adults who have a disability and enablers experienced by young adults with a disability in their experience of transition into the workplace and employment. Teachers of young adults who have a disability have provided their opinions and insights into what they regard as necessary for successful transition of learners who have a disability from tertiary education into the workplace. The employers of young adults with a disability have provided their input as to what they regard as necessary to enable the young adults to make a successful transition into the workplace. In this Chapter, I analyze the responses to all the qualitative and quantitative questions asked. I am reporting the finding of this research using thematic content analysis that enabled me to identify common themes. Thematic content analysis is an analysis of the data that has been collected using a multi-phase technique. The first phase is a pre-analysis of the data wherein all the data is read and considered as a whole. The second phase of thematic content analysis the objective is to reach a thorough and inclusive understanding of the data and the third phase entails the processing of raw data into themes that are valid and meaningful. Soratto, Pires de Pires & Friese, 2020). The themes that emerged from this research are:

7.1.1. Access to employment

Young adults with a disability are often unemployed based on the assumption that these youngsters are employable and on the same level as non-disabled school-leavers in the same level. They are also often the last to be hired and have little prospect of advancement (Groce, 2004). This is largely due to their academic and intellectual circumstances (Harris, 2010). Many of the young adult participants in my research had been able to find employment directly after leaving school. Only two of the participants could not find a job that suited their requirements, so chose to create their own employment opportunities. On the quantitative questionnaires conducted with the teachers of young adults who have a disability, there was

no clear consensus as to the availability for employment opportunities for learners entering the workplace. Regarding how young adults find out about employment opportunities there seems to be no official directories or places where employment opportunities for people who have a disability are advertised. Two of the eight participants were hired through a connection that a family member had. One of the employers had also stated that he was approached by family members of young adults who had a disability who were trying to find an employment opportunity for them in a small and seemingly safe environment. Another young adult found employment in a small family run nursery, this being another small and safe environment. A further two of the participants were directed towards employment opportunities through the links that the school they had attended had developed with corporate and SME entities. This was also confirmed by three of the employers who said that they preferred to hire young adults who have a disability through a company that they had collaborated with for this very reason. The final participant who found employment by placing an advertisement on Facebook was perhaps placing herself in what could have been a very unsafe predicament by making herself vulnerable to people who use Facebook for negative purposes. Schools that cater for young adults with a disability have various ways of finding out about employment opportunities for their learners. One school relied on contacts and relationships that they had made in the surrounding community with corporate entities and SME's who were willing to offer positions to young adults who have a disability.

Another avenue for finding out about employment opportunities was through receiving emails from businesses with whom they had built a connection with, telephone calls from interested parties, advertisements in the mail and via social media. Government websites are listed as a source for finding out about employment opportunities for young adults who have a disability. However, there seemed to be some frustration around this avenue for employment as one of the teachers felt that the Department of Social Development (DSD) is not alerting the school to employment opportunities resulting in young adults leaving the school without having secured employment. The low employment rate of young adults who have a disability is being negatively impacted by government policies that are not being appropriately or effectively implemented (Roggero, Tarricone, Nicoli & Mangiaterra, 2006).

7.1.2. Preparation for the interview process and the nature of the interview

It would appear that young adults with disabilities are not being properly prepared for the very first step towards entering into the job market, which is that of succeeding in an

interview with a future employer. Only two participants had been formally taught to participate in an interview by their teachers at school. The rest of the participants were not prepared at all and either went to the internet for advice, or simply attended the interview and answered the questions as best they could. Only one participant responded that they were adequately prepared to participate in an interview. It is also insightful that a young adult who suffers from an anxiety disorder, amongst other disabilities, had a panic attack when participating in a formal interview. This is the same participant who advertised herself for employment on Facebook. However, not all the companies the young adults with disabilities approached engaged in a formal interview process. Two of the participants were not interviewed at all, with a further two participants having a chat with the manager in lieu of an interview. Four of the participants participated in a formal interview. One of the young adults said that their school had required them to dress up and present themselves as if they were participating in a real interview as preparation for a job interview. Most of the young adults felt unprepared for participating in job interviews and felt they had not been taught effective interview skills at school. When comparing these observations to what had been reported on the questionnaires, the majority of the participants said that the learners who had participated in a mock interview were better prepared for being interviewed for jobs. Only three of the teacher participants indicated that the learners have been taught interview skills for their interviews in the job market.

Employers of young adults who have a disability mostly followed a standard interview procedure when interviewing young adults who have a disability. The interview criteria and questions were largely based on the industry in which employment was being sought, or was very job specific. There were also criteria regarding inter-personal skills that emerged as being an important part of the interview process, especially with young adults who have a disability. At times, the interview process was adapted in accordance with the nature of the disability of the young adult. Two of the participants who employed young adults who have a disability were adamant that the interview process was strictly adhered to regardless of any type of disability. These participants work in a corporate environment. It is also interesting to note that part of the interview process for one company was to ascertain that the young adult's mobility was adequate for employment in their company. All of the employers interviewed stated that ascertaining the level of emotional functioning as well as the ability of a candidate with regards to soft skills, was a very important part of the interview process. An ability to communicate well, motivation and a willingness to be trained, diligence and job commitment were important.

One of the employers who participated in the research preferred to remove himself from the process entirely and used an agency to hire people with a disability as the agency specifically trains and helps people with a disability to find appropriate employment.

7.1.3. Job preparedness

Young adults with a disability need to be specifically prepared for the process of transition from high school into the work environment (Chapman, Laird, Ifill and Kewal Ramani, 2011). Looking at the answers on the quantitative questionnaires as to whether or not employers felt that young adults are prepared by educational institutions to enter into the workplace, a large percentage said the young adults with disabilities were not prepared for employment by the schools and that educational institutions could do more to prepare young adults to fulfil employer's expectations.

Teacher's answers on the quantitative questionnaires indicated that learners are told what may be expected of them in the workplace, with three of the participants indicating that learners have been given the opportunity to practice the skills that have been taught at school. Gerber & Price (2003) state that a prerequisite for success experienced by a young adult with a disability in the workplace is based on thorough preparation of the young adult in school age years.

All eight young adult participants felt that they were not fully prepared for the job they were currently doing upon entering into employment. Some participants have since grown into the requirements of the job through further training and by upskilling themselves. Based on the results obtained from the interviews with the young adults, the experience of job-shadowing seems to have had no impact on the job they are doing at present. When reflecting back on the subjects that were offered at the school attended by the young adult participants it is interesting to note that seven of the eight learners with disabilities stated that the subjects they took at school did not prepare them for the work they are doing now. Only one participant said that the subjects they took at school had adequately prepared them for the job they are doing now because the skills that they have learnt at school were relevant and applicable to their job. The seven participants who responded in the negative would have liked to be offered subjects that were more pertinent to their entry into the job market, as well as subjects that had a practical application, such as communication skills and computer

literacy skills. Of the subjects the young adults said they would have benefitted from, there appears to be a strong request for subjects that are geared towards providing skills that will help the young adults to earn a living. There was also a need for practical skills such as computer skills and interpersonal skills.

When asked if the school the young adults had attended could have done to better prepare them for the workplace, responses were insightful as all of the participants stated that their respective schools could have done better to prepare them for the workplace. Subjects offered should have more relevance to the working world and towards possible entry into the job market and for the world at large. Another recommendation was for the teaching of coping mechanisms for healthier mental, emotional and physical wellbeing as well as resilience.

When asked similar questions, the teachers interviewed agreed that a knowledge of computer skills and communication skills were imperative and should be taught at schools who cater for learners with a disability. Other skills mentioned were soft skills such as an ability to work as a team, the ability to respond to constructive criticism, the ability to get along with other people in a social space as well as being able to follow directions and to carry instructions out quickly and well. A willingness to learn was also a necessary workplace skill. Technical based skills such as media literacy skills, information literacy skills and digital citizenship were also cited as being important. Some of the teachers felt that it was important for learners to be taught skills that give them the opportunity to be entrepreneurs. These skills would include subjects such as business accounting or business management. One teacher even suggested that they would change the programme completely, training learners in more practical skills such as used to be offered in the technical colleges. This teacher felt that these skills were practical, useful and assured the young adults of a job, as maybe an apprentice, when they left school.

To investigate the question/ matter of whether or not young adults who have a disability are being sufficiently prepared to enter into employment upon leaving school, teachers were asked what subjects their respective schools offered to prepare learners who have a disability for employment. All the schools at which the eight teachers work have skills based programmes in place. However, the content of the programmes varied substantially. Some of the schools ran practical skills programmes to help the learners find employment in retail or wholesale businesses. One school ran Business Administration courses and another

focused on the writing of a Curriculum Vitae and Life Skills. Only one school sought to discern what employment their learners were interested in in line with their strengths and weaknesses. This school sought to help learners make learning relevant for possible future entry into the job market by offering skills-based training in a variety of practical based occupations such as hairdressing and food preparation.

Two of the schools that employed teachers who participated in the interviews offered comprehensive vocational subject choices such as car washing and woodwork. The most notable response to this interview question was the discussion around a 'School-to-work programme'. The school-to-work programme is geared towards training learners who have it in their capability to learn a new trade at a business in the immediate community. The same school also offers a differentiated CAPS curriculum. The subjects that are included the DCAPS are: Ancillary Health, Agricultural Studies, Consumer Studies, Woodwork, Beauty and Nail Technician, Office Administration, Plumbing etc. This school is a government-sponsored vocational school. The Department of Education does offer a special education curriculum in schools for learners who have special educational needs. This is called LSEN. It makes provision for vocational training as a means for work transition. (Steyn & Vlachos, 2011).

Concerning job shadowing in preparation for employment, six of the young adults who had a disability participated in the on-site job shadowing experience. Job shadowing was either based in large companies and comprised of simple tasks, or by shadowing a particular employee at a company that accommodated job shadowing. Steyn & Vlachos (2011) state that preparation for the world of work is insufficient for young adults with a disability. This result indicates a low probability of the transition into the workplace being successful.

7.1.4. Skills needed in the workplace

When a person enters into employment, there are certain skills that are deemed as being necessary for a prospective employee to have. The question around which skills are important when entering into employment was asked across all three groups of participants (young adults with disabilities, teachers of learners with disabilities and employers of young adults with disabilities). The response to the questions of this nature from the questionnaires indicated that 50% of the employers who completed the scale felt that the young adults who have a disability had an understanding of the expectations of their employees and the jobs for

which they were being employed. The rest of the employers felt that young adults do not have an understanding of the expectations of their employer's upon entering the workplace. In the interview, the employers were asked what skills are required by young adults who have a disability upon entering into the workplace. Two of the participants felt that the skills required by young adults with a disability entering into the workplace are the same skills as they would expect from a young adult who did not have a disability. The range of skills required included requisite levels of numeracy and literacy, computer skills, good verbal communication skills, problem solving skills, listening, and understanding. So called 'soft skills' such as manners, punctuality, integrity and the ability to adapt to an ever-changing environment, a willingness to learn and a good attitude were cited as being important. McConnell, Martin, Ya Juan, Hennessey, Terry, el-Kazimi, Pannells and Willis (2012) state that transition goals should therefore be focused on skills such as social, behavioral, communicative, operational and functional skills. Non-academic skills are considered a valuable part of a successful transition for young adults who have a disability who are making the transition into the working environment (Gothberg, Peterson, Peak and Sedaghat. 2015). Only one participant conceded that the level of skills required would depend on the job being applied for and the level of disability the young adult had. In this regard the company states very specific skill requirements needed to fill vacancies and will not consider people who meet only some of the requirements and would need further training to become fully compliant with the needs of the company.

When asked a similar question, the young adult participants mentioned skills that fell into three broad themes. The first theme was the need for skills that were practical and applicable to the job being done. The second theme was around social and emotional skills. In this regard, good social and communication skills were deemed as necessary to be successful in the workplace. A third theme that emerged was the ability to follow rules and instructions, to be able to work within a structure, to manage oneself and to be organised in order to do what is expected in the workplace.

7.1.5. Skills based support

All of the eight young adults with disabilities interviewed said that they had not been offered further skills based training by the company they worked at. Three of the participants had taken it upon themselves to upskill by enrolling in various online courses that they felt were relevant to the jobs they were doing or the jobs they were seeking to do, this included the two

young adults who had sought their own employment opportunities. When pressed further, all of the young adult participants showed a willingness to upskill themselves and participate in further training. The extent of this training included training for the job for which four of the participants were currently employed. The remaining four participants wanted to train further, but did not know which skills they would like to acquire with further training.

Teachers felt that the responsibility for the training of young adults who have a disability in the workplace lies with the employers. To ascertain the level of interaction employers had with their young employees with a disability in order to offer skills based support, the employers who participated in the interviews were asked how often performance reviews were conducted with new employees. Three participants said that performance reviews are conducted throughout their company every three months. One company conducted performance reviews as often as required and two companies' monitored employees and intervened when necessary. One company kept a close eye on their young adults who had a disability by adopting a staggered approach to performance reviews to ensure that the young adults felt supported through the transition process. All eight employer participants said that intervention was offered following a performance review if it was necessary. This intervention was based on the responses of the young adults who have a disability. Intervention could take the form of either skill based intervention or soft skill intervention.

7.1.6. A supportive environment

Learners who have disabilities are considered more vulnerable than their non-disabled peers (Luecking & Luecking, 2015) due to the many barriers that they may face either in the physical environment or attitudinally. Nonetheless, six of the young adults who have a disability said that they had experienced some level of support from the company. The level of support offered varied for each young adult participant. Only one young adult participant with a disability could say that the company supported her adequately by making physical accommodations to make her working environment more accessible to her. The company had provided her with a parking space right next to the entrance, as well as built a ramp to ensure that she was able to access the building in her wheelchair. They also adapted the bathroom and lowered all the shelves and microwave in the kitchen. The main theme that arose through this line of questioning was that support offered was based more around emotional support. However, one participant felt that she was not supported in any way and was left to make her

own accommodations at work and to seek further skills based training where she thought it was necessary.

Essential to a supportive environment in which young adults with a disability would feel comfortable would be an environment in which they are able to interact effectively with their employer and other employees. In response to the question on the questionnaire on whether or not young adults who have a disability interact with other employees, five of the six participants said that the young adults did interact with other employees. These interactions led to relationships being formed, which helped to create an environment in which support, empathy and understanding for the young adults was encouraged.

The use of mentors in a company is a good way of ensuring that there is another member of staff available to the young adult who has a disability with whom they can discuss questions, concerns and expectations. Of the six employees who completed the questionnaire, only two of the companies stated that development programmes were in place for young adults who have a disability. The responses ranged evenly across the scale with a strong correlation that suggests that companies that have a development programme for young adults with a disability in the workplace have made provision in their policies for the assigning of a mentor to each young adult with a disability. When asked if the company could do more to support young adults who have a disability to fulfil expectations and responsibilities there was a unanimous agreement from the employers that the company could do more. All participants also agreed that the employment of young adults with a disability is beneficial to the company. It is also felt that the young adults with a disability need to and can fulfill their responsibilities in the workplace.

7.1.7. Work satisfaction

By being an active participant in the workplace, people create a stable occupational identity for themselves. This occupational identity is a source of satisfaction and pride. It allows a person to become an empowered worker (Mlynaryk, Laberge & Martin. 2017). Six of the young adults with a disability had taken up employment with companies that had offered them jobs; they were not doing the jobs that they would want to do if they were given a choice. The exception to this is the two young adults who had created their own employment opportunities and were working in an environment that they had chosen. YA 1 files and does odd errands around the office in which he is employed, although he would rather work at a

veterinary clinic looking after the animals. YA2 worked at a dog day care centre and would feed, water and walk the dogs; he had been trained as a chef at the school he attended. YA4, YA5 and YA6 are employed in a corporate capacity in which they are required to have good research and IT skills. All three (YA4, 5 and 6) stated that this was not the job they would have chosen for themselves, but it was the job they had secured so they found an employment niche and have studied to upskill themselves. YA6 has started doing research into disability for the company she is currently employed at. YA7 is a student tutor and has recently started a small business in which he is selling wheelchairs and wheelchair accessories which he is passionate about. YA 8 stocks shelves, but would rather be doing something outdoors. Lastly, YA9 looks after young children, although she wishes she could have gone to college to study teaching. Young adults who have a disability are less likely than their peers who do not have a disability to have paid employment (Taylor, McGilloway & Donnely, 2004). However, these findings would indicate that the young adults with disabilities were not allowed the benefits of working within their capabilities (Terzi. 2008). The capability approach (mentioned in Chapter 3) includes multiple functionings and freedoms (Alkire, 2005) that were not being fully idealized by the young adults who have a disability. They were not working within a framework that reflected their freedom to choose their own possible living and lead their own possible life (Terzi, 2008).

However, all of the young adults with a disability participants stated that they were relieved to have found employment. The participant's responses indicated that the young adults with a disability participants felt that they were being useful and participating in society through their employment. All of the eight participants stated that they had made a useful contribution to their place of employment. One young adult stated that the fact that she had a disability made her a valuable asset to her company because they wanted her to conduct research into people with disabilities.

7.1.8. Transition and barriers in the workplace for young adults who have a disability

One of the main question asked at the onset of this research was 'What enables or constrains the successful transition of young adults with disabilities from special education to the workplace?' In this section, I first look at what enables and then what constrains the successful transition of young adults who have a disability from tertiary education to the workplace. On the Likert Scales, teachers were asked if there were programmes in place that helped learners to make the transition into the workplace a successful one. Four of the

participants said that there were programmes in place and that their school participated in the programmes. In the interviews with young adults who have a disability, they were asked what they thought the school could have done to better prepare them for transition into the workplace. All of the participants stated that their respective schools could have done better to prepare them for the workplace. This preparation could have taken the form of skills based programmes or programmes that prepared them for the reality of the expectations of being in the working environment, from a mental, emotional and physical view.

When employers were asked what programmes were in place to ensure a successful transition process for young adults who have a disability entering into the company the answers fell into three categories. The first category was that there were no support programmes in place and the company did not have any plans in place to make such programmes available. The second category related to the outsourcing of this responsibility to a skills development group. The third category relied on other employees in their organization to look after the young adults with a disability to make sure they were comfortable and able to do the job that they were employed to do. The employers were asked how the staff at the respective companies had enabled the successful transition for the young adults with a disability into the workplace. Two of the employers stated that young adults with a disability are treated differently in the workplace and people who are already in the space do not make the transition for young adults an easy one. The rest of the employers felt that their staff do whatever is necessary to make sure the young adults who had a disability were looked after and were able to carry out their job satisfactorily.

Employers were also asked what they felt the greatest barrier facing young adults who have a disability was to making a successful transition into the workplace. One employer said that there was not enough time in their busy environment to allow the young adult to settle into their working environment, as they had to start being productive straight away. Another employer was concerned about how reliable and accountable the young adults was to do a full day's work. There were also concerns about getting able bodied staff to buy into and understand the reason for employing people with a disability as well as social issues that needed to be resolved as it was felt that people with a disability tended to push back against authority and do not take orders very well. There was a concern among employers about finding a mentor for the young adults with a disability who would understand disabilities. There is also the concern of the impact that the newly-hired employee with a disability will have on the existing employees. Concern was also expressed regarding the ability of the

young adults who has a disability's performance and safety behaviours (Bonaccio, Connelly & Gellatly, 2020).

Another theme that emerged that constrained successful transition into the workplace was that of discrimination of young adults with a disability in terms of attitudinal barriers and discrimination (National Council on Disability, 2000). One employer mentioned that they had seen some discrimination against people with a disability in the workplace. Two of the young adults with a disability were relieved that they were not discriminated against and felt safe in their environment. One participant was happy with the fact that he was being included in the company lunch and tea breaks. Teachers were also concerned about this aspect of their young adults entering the workplace and sought to teach them skills to help them to understand the cultural and psychological barriers that they will later face at their workplace environments in order to make the transition into the working environment a successful one. Roggero (2006) found that there is a failure of educational systems to fully prepare young adults with a disability for the world of work, and their lack of skills, thus giving employers justification for discrimination against the young adult with a disability.

An emerging theme for changing jobs or being requested to leave a job can be put down to differences of opinion with the person who had employed them. In the questionnaire with employers, one of the greatest difficulties in employing young adults with disabilities was cited as 'people with disabilities being unable to control themselves emotionally in a formal setting, behaving in a socially unacceptable manner and pushing back against rules and authority'.

To this end, teachers explained that the biggest constraint for the successful transition of a young adult with a disability into the workplace would be the limitations from the disability itself, such as: speech, hearing, language and sight impairments as well as physical barriers that block access to the workplace such as public transport barriers and difficulties with the physical environment. Teachers were worried that young adults would never be able to participate in the career of their choice due to their disability. Another concern that teachers have was that learners with disabilities may not have the necessary skills required for the workplace and they are therefore not marketable. Teachers also feel that prospects of employment are low and young adults with a disability may have fewer career opportunities to choose from and may lack clear avenues for career advancement. A major factor that emerged as a barrier is the way in which young adults with a disability were perceived in the

workplace, they may not be understood and recognized for who they are and what they can offer.

7.1.9. Government support

Teachers felt that they could be better supported by the government (Department of Education and DSD). Specific areas of support were identified: training, changes to the curriculum and the supplying of the necessary equipment and facilities necessary to provide young adults with disabilities with the required skills to enable the successful transition into the workplace. There is an over-riding tendency that emerged that links to the capabilities approach (Terzi, 2008). Teachers identified a need for government (Department of Education and DSD) to make provision in the curriculum for that enable young adults with disabilities to pursue subjects, practical or academic, that were aligned with their capabilities in their transition into the workplace in order to ensure greater success.

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CHAPTER 8: CONCLUSION

8.1. Introduction

In this final chapter, I will together the findings from the research that was conducted to explore the experiences and preparation of young adults with a disability as they transition from high school into the workplace. The intention of the research was to examine the unique and different experiences of these young adults. This study critically interrogated the extent of guidance received by learners in high school to prepare them for their successful transition into the work environment. I also investigated the experiences and ideas of teachers in schools concerning preparing young adults who have a disability for their transition into the workplace using surveys Likert scales, interviews and questionnaires. Furthermore, I questioned employers of young adults who have a disability and gained from very valuable insights through these discussions.

8.2. Summary

In summary, the conceptual framework of the research and an interrogation of the medical model of disability as well as the social model of disability provided me with an opportunity to look further than just seating the research in these very generalized models of disability as I felt that a more inclusive perspective of disability was needed, which is in line with the model of disability as presented by Gabel (2004). Disability as viewed through this lens gave me the ability to gain a unique perspective of the individuals interviewed for this research. I could conduct an investigation into their specific and unique disability, the impact this disability has had on their lives on a daily basis and how this may have translated into their experiences on entering into the work environment on a social and emotional level.

Furthermore, the work adopted by Terzi (2005, 2008), enabled me to focus my research on the idea that a resolution between medical and social models of disability is sought by taking into account the recognition of difference in aims for equality and justice. Terzi (2008) argued that research based on either the medical model of disability or the social model of disability, or a combination just of these two models leads to very limited conceptualizations of the uniqueness of a person's disability to them and how they approach life with this disability. A capability is therefore a person's ability and freedom to choose the kind of life they would like to lead in accordance with what they are able to do.

The literature study of the key concepts gave me the opportunity to investigate previous avenues of research that have been conducted in this field of disability studies. The key components of the literature study are transition, self-determination, disability and people with disabilities in the workplace. In order to provide a background to this research, I reviewed the key international signatories and South African law that protects people with disabilities in the workplace. I also took the opportunity to investigate the Theory of Change (Ash, J. & Lorenzi, N. 2017) and how this could be used in recommendations as to how the challenges experienced by young adults entering into the workplace can be addressed.

As a review of the preceding chapters**,** here is a brief summary of what each chapter entails and the significance of these chapters towards the conclusion of the research. In the first chapter, I introduced the research and background information about the difficulties facing young adults with learning disabilities who are making the transition from special schools into the work environment.

As a method of data collection, the use of both the qualitative and quantitative research design methods resulted in a mixed method approach. On reflection, the use of both these research design methods as a mixed methods approach was beneficial in this study as it gave me the opportunity to make provisions for collecting data that is quantifiable as well as information and insights gleaned from a more emotive perspective. Mixed method research design therefore offered me a richer insight into the phenomenon that was studied (Caruth, 2013) and helped me to capture information that may have been missed through the utilization of only one research design.

Upon analysis of the data collected, the finding on the themes and insights have become evident through the process of qualitative and quantitative data collection methods and the analysis thereof. The themes that emerged were access to employment, job preparedness and preparation for the interview process, skills needed in the workplace, skills based support, a supportive environment, work satisfaction, barriers in the workplace and government support.

8.3. Discussion

Many people who have a disability are ready, able and willing to work (Lindsay, 2010). Participation in employment is a key part of life, offering income, access to meaningful social

relationships, daily rhythms, social status and purpose (Van Campen & Cardol, 2009). People with a disability often experience barriers to gaining employment (Wolf-Branigin, Schuyler, & White, 2009). Employment for young adults with a disability is a key aspect in making them feel valued (Dudek, 2005). However, evidence shows that having a disability is the major barrier that stops young adults from entering into the workplace (Shier, Graham, & Jones, 2009; Williams, 2009; Pagan, 2009). This is not the only barrier experienced by young adults who have a disability.

From the finding, it has become clear that the starting point is a knowledge of what is needed to access employment. This knowledge is needed by teachers of young adults with a disability, employers in companies that employ people with disabilities and government as this can inform future practices. Learners with a disability need to have access to a curriculum that provides them with subjects and skills, knowledge and values that prepare them for the working environment. These young learners with a disability also need to be supported learning essential workplace soft skills, especially business/ professional communication skills. Learners need to have practiced the skill of an interview. It is also a good idea to allow them access to job-shadowing opportunities (Carter, Ditchman, Sun, Trainor, Swedeen, & Owens, 2010). This research highlights the expectations of employers of young adults who have a disability entering into the workplace as a starting point of behaviours and skills that are needed for retention and success in the working environment (Brown & Lent 2008). It also serves to help employers of young adults who have a disability to understand the needs of these employees so that they can put support methods in place to ensure a successful transition into the workplace **(**Vornholt, Villotti, Muschalla, Bauer, Colella, Zijlstra, Van Ruitenbeek, Uitdewilligen & Corbière, 2018). It is important that young adults with a disability are aware of the expectations of employment before they make the transition into the working environment. Once employment has been attained, attention needs to be placed on providing a supportive and safe environment as a barrier to social inclusion of young adults with a disability in the workplace and to address discrimination and attitudes (Brostrand, 2006; McMahon, Roessler, Rumrill, Hurley, West, Chan, & Carlson, 2008). The physical working environment can also be non-accommodating, presenting inadequate facilities to accommodate young adults with a physical disability (Jongbloed, Backman, Forwell, & Carpenter, 2007). Adaptations to this practice will ensure retention of employment and upskilling of the young adult who has a disability.

A further barrier to successful inclusion rests with the young adult with a disability. The

self-determination of a young adult with a disability remains an essential component for successful transition. A young adult with a disability should be supported and encouraged by the support structures in the young adult's life such as the support offered by parents, schools and communities to develop the self-determination to act in service of their freely chosen goals. Young adults with a disability need to be taught and given opportunities to practice skills across all their life spheres, including career development (Wehmeyer, Shogren, Little, & Lopez, 2017). From the literature study it is important that parents should also be included in research into the transition of young adults who have a disability from high school into the workplace. They are a primary source of information and have lived the experience (Davies & Beamish, 2015). Their input is invaluable as they know their child.

Ultimately, the goal of school-to-work transition for a young adult with a disability is to be settled and happy in their working environment to ensure productivity. There are barriers to successful transition that present themselves in the school context and in the workplace. This research has brought a few of these barriers to light.

8.2. Further avenues for research

This research provides insight into the challenges experienced by young adults with a disability who are making the transition from high school to the workplace. Young adults with a disability see themselves as fortunate to be employed as employment for persons with a disability is scarce.

There is a need for an increased focus on the rights of young adults who have a disability to be employed. This research could be focused at the workplace, where access to employment and sustainability in the workplace could be researched.

There also needs to be a focus on policies that support strategies such as; transition planning prior to employment and further to being employed. Teachers could be focused on all stake-holders in the line of transition such as the young adults who have a disability, the schools and teachers at schools for young adults who have a disability, employers of these young adults, community support structures and government support structures.

Teachers and young adults with a disability are very positive about the necessity to make every effort to ensure that transition into the workplace is successful on all fronts.

Teachers need to have a working knowledge of the different types of disabilities and how intervention can be offered to support young adults who have e very positive about the need to make every effort to ensure that transition into the workplace is successful on all fronts. Employers also need to come on board and put a disability.

Employers also have to come on board and put measures in place in line with policy directives to ensure that young adults with a disability have access to employment. Skills - based (vocational) training and other forms of support need to be recognized as a means of retaining young adults who have a disability in the workplace.

The Theory of Change (Ash & Lorenzi, 2017) must be considered to put these processes in place to enable young adults who have a disability to have access to a successful transitionary process.

Employers talked about how discrimination against young adults who have a disability in the workplace is a persistent barrier to successful school-to-work transition. Another interesting theme that emerged from this research is the fact that young adults with an intellectual disability fare worse than young adults who have a physical disability. This is due the fact that people with an intellectual disability appear to be vulnerable to abuse in the workplace from other employees. Monitoring structures need to be put in place and employees need to be educated in disability and the nature of intellectual disabilities specifically to create an environment of empathy and understanding.

These possible areas for further research could ensure that balances and measures are put in place at every juncture of this journey resulting in successful transition and sustained employment for young adults with a disability. This would further empower young adults and other people with disabilities to become active and fully participative members of the economy and society. The focus needs to be on social change through the teachers and the employers in order for transition to be successful.

8.3. Conclusion

Further research, policies and initiatives in schools must include the benefits and planning for the inclusion of self-determination skills, couched in the capability approach to improve the process of transition as experienced by young adults who have a disability who are making

the transition into the workplace upon leaving school. This will help towards enabling the successful transition of young adults who have a disability from a special education context into the workplace.

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APPENDIXES

APPENDIX A: Questionnaire for Employers in Corporate leadership on their hiring of people who have a disability.

Thank you for participating in this survey. All of the questions asked refer to young adults who have a disability who are now placed in the workplace. Please make choices according to the following key:

1 Strongly disagree

2 Disagree

3 Undecided

4 Agree

5 Strongly agree

		1	2	3	4	5
1	The company has a policy in place to ensure due process is followed when employing young adults who have a disability.					
2	The young adults are prepared by educational institutions to enter into the workplace.					
3	The young adults have an understanding of the expectations of their employees.					
4	The young adults fulfill their responsibilities.					
5	The young adults interact with other employees.					
6	The company assigns a mentor to each young adult.					
7	The company has a development programme in place for the young adults.					
8	The company could do more to support young adults to fulfill expectations and responsibilities.					
9	The employment of young adults is beneficial to the company.					
10	Educational institutions could do more to prepare young adults to fulfill expectations.					

APPENDIX B: Questionnaire for Grade 10 - 12 teachers in Schools that cater to learners who have a disability.

Thank you for participating in this survey. All of the questions asked refer to young adults who have a disability who are now placed in the workplace. Please make choices according to the following key:

1 Strongly disagree

2 Disagree

3 Undecided

4 Agree

5 Strongly agree

		1	2	3	4	5
1	50% or less of your learners go straight into the workplace after completing their schooling.					
2	The learners have been prepared to participate in an interview.					
3	The learners have been taught interview skills for their interviews into the job market.					
4	The learners have been told what may be expected of them in the workplace.					
5	The learners have been taught about work ethic in the job market.					
6	The learners have been given the opportunity to practice the skills that have been taught at school.					
7	There are employment opportunities for learners entering the workplace.					
8	There are programmes that help learners to make the transition successfully.					
9	My school participates in programmes that help to make the transition to the workplace easier.					
10	I feel the school could do more to prepare learners for the workplace.					

APPENDIX C: Interview questions for 8 Young adults who have a disability in the workplace.

1. When did you start your job at the company you are at now?
2. How did you find out about the job?
3. Were you interviewed for the job? If yes, did you feel you prepared for the interview?
4. Were you taught how to take part in an interview at school? If yes, who prepared you?
5. Have you done any job shadowing? If yes, where did you do job shadowing and which job did you shadow?
6. Tell me about your job.
   Probes: What was/ is your job title
   What are/were your job responsibilities?
7. What subjects did you take at school?
   Probe: Which of those subjects prepared you for the work you are doing now or the job you did? Why?
8. What skills do you have that will help you to be successful in a job?
9. What skills do you think you need to be able to do a job properly?
10. What do/ did you like most about your job? What do you/ did you not like about your job?
11. How do you feel that you make/ made a useful contribution at the company?
12. How does/ did the company support you?
13. Have/ had you been offered any training by the company? If yes, what training have you completed?
14. What training do you think you would like to do to help you do your job better?
15. Looking back how do you think the school could have done to better prepare you for the workplace?

APPENDIX D: Interview questions for 8 teachers who teach at school attended by young adults who have a disability who have entered into the workplace.

1. What skills do you think learners need to prepare them for entry into the workplace?
2. What subjects can the learners take that will better prepare them for entry into the workplace?
3. What do these subjects cover that better prepares the learner for entry into the workplace?
4. What opportunities are available for learners to practice skills taught before they enter the workplace?
5. What programmes that empower learners with the skills necessary to enter the workplace does the school run?
6. How is your school made aware of employment opportunities that are available for young adults with learning disabilities to enter the workplace?
7. What interventions would you put in place to make sure learners are fully prepared to enter the workplace after school?
8. What do you think the biggest barriers are for a young adult who has a disability leaving school and entering the workplace?
9. How do you think the young adults are enabled by the school for entry into the workplace?
10. How do you feel the government could support teachers in special schools to better prepare young adults who have a disability to enter the workplace?

APPENDIX E: Questionnaire for Employers who hire people who have a disability.

1. Do you follow an interview process for all the applicant for jobs in your company?
   If yes, what criteria does an applicant have to fulfill to qualify for the position?
   If no, how is an applicant chosen for the position?
2. Is the interview process changed or adapted for the hiring of people with any form of disability.
3. In your opinion, what skills are required by young adults who have a disability upon entering into the workplace?
4. If any, what support programmes are in place to help the young adults with a disability to make the transition from school into the workplace effective?
5. What do you think is the largest difficulty facing your staff development programme regarding the young adults in your employ who have disabilities?
6. How has your staff enabled the successful transition for the young adults who have a disability into the workplace?
7. How often are performance reviews conducted with new employees who experience difficulties?
8. Is there intervention offered once a performance review has been conducted? If yes, what intervention is offered?

APPENDIX F: Letter of Explanation and Participants' Informed Consent. Young Adults.

Participant information letter

[Insert Date]

Dear [Insert name]

My name is Bronwyn Peake and I am a PhD student studying at the WITS University. As part of the fulfillment of my studies I am researching the transition from high school to the workplace for young adults with difficulties. The research is designed to produce knowledge based on the experiences of young adults with learning disabilities who are making the transition from high school into the workplace.

As a young adult in the workplace you are ideally positioned to provide information about your experiences in your final year of school before you entered the workplace and thereafter how you are experiencing your workplace. I am very interested about your school and studying experiences. This interview would take about 30 minutes of your time and would be held in a zoom meeting at a time that is convenient to yourself. With your permission, I would like to record the interview for accurate capture of your responses.

Participation is entirely voluntary and your choice whether to participate or not will not advantage or disadvantage you in any way. There are no negative consequences or institutional sanction for non-participation. If you do choose to participate, I will respect your right to privacy, safety from harm and confidentiality. I will ensure that all documentation and transcripts are used anonymously, with pseudonyms being given to all participants. Due to confidentiality your name and the name of any organisations mentioned will be left out of any published and written data. If you choose to participate, you have the right to withdraw from participation at any time during the research process, with no negative consequences or penalty. You also have the right to choose not to answer any of the questions asked in the interview.

All data collected (including hard copies of interview transcripts) will be kept securely in a locked cupboard in my locked office, and will be destroyed by shredding or deleting within three to five years after completion of the study. The results of the research project will be used for academic purposes only and may be published in academic journal articles, books and conference presentations. In any of these publications, I guarantee your right to anonymity, and no names, institution or organisation names or any other identifying information will be used. There are no foreseeable risks in participating and you will not be paid for this study. There are also no direct benefits to you if you choose to participate.

If you are willing to participate in the research project, please fill in the attached consent form. If you have any questions regarding this research, please do not hesitate to contact my supervisor or me.

I look forward to hearing from you.

Ms. Bronwyn Peake
bronpeake@gmail.com
Prof Claudine Storbeck (Wits School of Education)
(Claudine.Storbeck@wits.ac.za)

Learner Consent Form

I _____ (your name) agree/ disagree (*Please circle the correct one) to participate in this research study by Bronwyn Peake.

Permission to be audiotaped

I agree to be recorded during the interview	YES/NO
I know that the recordings will be used for academic purposes only	YES/NO

Permission to be interviewed

I would like to be interviewed for this study.	YES/NO
I know that I can stop the interview at any time and don't have to answer all the questions asked.	YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- I can ask not to be audiotaped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX G: Letter of Explanation and Informed Consent. Parents.

Parent information letter

[Insert Date]

Dear [Insert name]

My name is Bronwyn Peake and I am a PhD student working at the University of the Witwatersrand, School of Education. I am conducting a study researching transition from high school to the workplace for young adults with learning disabilities. The research is designed to produce data based on the experiences of young adults with learning disabilities who are making the transition from high school into the workplace.

With your permission I would like to conduct a one-on-one interview with your young adult at his/her place of employment. I will be asking your young adult questions about their job. I will be recording their answers on a recorder so that I can write down and record all answers correctly during the interview. The reason why I have chosen your young adult to be interviewed is because their profile best fits the sector of the population that is the focus of this research.

Participation is entirely voluntary and your young adult's choice whether to participate will not advantage or disadvantage him/her in any way. There are no negative consequences or institutional sanction for non-participation. If he/she does choose to participate, I will respect their right to privacy, safety from harm and confidentiality. I will ensure that all documentation and transcripts are used anonymously, with pseudonyms being given to all participants. Confidentiality will be maintained in the recorded interviews and any detail that might identify a participant or their institution will be omitted in any published and written data. If your young adult chooses to participate, they have the right to withdraw from participation at any time during the research process, with no negative consequences or penalty. They also have the right to decline to answer any of the questions asked in the interview. This research is not for the purposes of individual or course/workshop evaluation and participants are assured that information provided to HREC Application -2016 32 researchers will be used for collective analysis only. This project has ethics clearance and has been approved by the head of your institution.

All data collected (including hard copies of interview transcripts) will be kept securely in a locked cupboard in the researcher's locked office, and will be destroyed by shredding or deleting within three to five years after completion of the study. The results of the research project will be used for academic purposes only and may be published in academic journal articles, books and conference presentations. In any of these publications, I guarantee the participants' right to anonymity, and no names, institution or organisation names or any other identifying information will be used. There are no foreseeable risks in participating and your young adult will not be paid for this study. There are also no direct benefits to your young adult if he/she chooses to participate.

If you are willing to allow your young adult's participation in the research project, please fill in the attached consent form. If you have any concerns or queries regarding our research, please do not hesitate to contact my supervisor or me.

Thanking you in anticipation.

Ms. Bronwyn Peake
bronpeake@gmail.com
Prof Claudine Storbeck (Wits School of Education)
(Claudine.Storbeck@wits.ac.za)

Parent Consent Form

Please fill in and return the reply slip below indicating your willingness to allow your young adult to participate in the research project.

I _____ (your name) parent of _____agree/ disagree to allow my child/ guardian (*Please circle the correct one) to participate in this research study by Bronwyn Peake.

Permission to be audiotaped I agree that my young adult may be audiotaped during the interview YES/NO

I know that the recordings will be used for academic purposes only YES/NO

Permission to be interviewed I agree that my young adult may be interviewed for this study. YES/NO

I know that he/she can stop the interview at any time and doesn't have to answer all the questions asked. YES/NO

Informed Consent I understand that:

- My young adult's name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- He/she does not have to answer every question and can withdraw from the study at any time.
- He/she can ask not to be audiotaped.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____

Date_____

APPENDIX H: Letter of Explanation and Informed Consent. Teachers.

Teacher information letter

[Insert date]

Dear [Insert name]

My name is Bronwyn Peake and I am a PhD student working at the University of the Witwatersrand, School of Education. I am conducting a study researching transition from high school to the workplace for young adults with disabilities. The research is designed to produce data based on the experiences of young adults with disabilities who are making the transition from high school into the workplace.

As a teacher in a school that prepares young adults for possible employment upon leaving school, you are ideally positioned to provide information about the experiences of the young adults in their final year of school before they transition to the workplace. I would like to invite you to participate in this research project. Participation entails responding to questions about the experiences of the young adults in their final year of school before they transition to the workplace in an individual interview. This interview would take approximately 45 minutes of your time and would be held at a place and time convenient to yourself. With your permission, I would like to record the interview for accurate capture of your responses.

Participation is entirely voluntary and your choice whether to participate or not will not advantage or disadvantage you in any way. There are no negative consequences or institutional sanction for non-participation. If you do choose to participate, I will respect all participants' right to privacy, safety from harm and confidentiality. I will ensure that all documentation and transcripts are anonymous, with pseudonyms being given to all participants. Confidentiality will be maintained in the recorded interviews and any detail that might identify a participant or their institution will be omitted in any published and written data. If you choose to participate, you have the right to withdraw from participation at any time during the research process, with no negative consequences or penalty. You also have the right to decline to answer any of the questions asked in the interview. This research is not for the purposes of individual or course/workshop evaluation and participants are assured that

information provided to researchers will be used for academic analysis only. This project has ethics clearance. HREC Application -2016 38.

All data collected (including hard copies of interview transcripts) will be kept securely in a locked cupboard in the supervisor's locked office, and will be destroyed by shredding or deleting within three to five years after completion of the study. The results of the research project will be used for academic purposes only and may be published in academic journal articles, books and conference presentations. In any of these publications, I guarantee the participants' right to anonymity, and no names, institution or organisation names or any other identifying information will be used. There are no foreseeable risks in participating and you will not be paid for this study. There are also no direct benefits to you if you choose to participate but I would expect that participation in the research would further our collective understanding of how to prepare and equip young adults with skills necessary for a positive transition experience.

If you are willing to participate in the research project, please fill in the attached consent form. If you have any concerns or queries regarding this research, please do not hesitate to contact my supervisor or me.

Thanking you in anticipation.

Ms. Bronwyn Peake
bronpeake@gmail.com
Prof Claudine Storbeck (Wits School of Education)
(Claudine.Storbeck@wits.ac.za)

Teacher's Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my research project.

I _____ (your name) agree/ disagree (*Please circle the correct one) to participate in this research study by Bronwyn Peake.

Permission to be recorded.

I agree to be recorded during the interview YES/NO

I know that the recordings will be used for this project only YES/NO

Permission to be interviewed

I would like to be interviewed for this study. YES/NO

I know that I can stop the interview at any time and don't have to answer all the questions asked. YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____

APPENDIX I: Letter of Explanation and Informed Consent. Employers.

Employer information letter

[Insert date]

Dear [Insert name]

My name is Bronwyn Peake and I am a PhD student working on a project that is researching the transition from high school to the workplace for young adults with disabilities. Professor Claudine Storbeck from the Wits School of Education is the supervisor on the project. The research is designed to produce data based on the experiences of young adults with disabilities who are making the transition from high school into the workplace.

As an employer in a place of work attended by young adults who have a disability, you are ideally positioned to provide information about the experiences of the young adults as they transition to the workplace and their experiences after the initial transition has taken place. I would like to invite your company to participate in our research project. Participation entails agreeing to have employees, line managers or HR managers of the young adults invited to participate in a self-administered questionnaire. This entails responding to questions about the experiences of the young adults in their final year of school before they transition to the workplace in an individual interview. The questionnaire would take approximately 20 minutes to complete

Participation is entirely voluntary and your choice whether to participate will not advantage or disadvantage you in any way. There are no negative consequences or institutional sanction for non-participation. If you do choose to participate, I will respect all participants' right to privacy, safety from harm and confidentiality. I will ensure that all documentation and transcripts are used anonymously, with pseudonyms being given to all participants. Confidentiality will be maintained in the recorded interviews and self-administered questionnaires and any detail that might identify a participant or your institution will be omitted in any published and written data. If you choose to participate, you have the right to withdraw from participation at any time during the research process, with no negative consequences or penalty. This research is not for the purposes of individual or

course/workshop evaluation and participants are assured that information provided to researchers will be used for collective analysis only. This project has ethics clearance.

All data collected (including hard copies of interview transcripts) will be kept securely in a locked cupboard in the researcher's locked office, and will be destroyed by shredding or deleting within three to five years after completion of the study. The results of the research project will be used for academic purposes only and may be published in academic journal articles, books and conference presentations. In any of these publications, I guarantee the participants' right to anonymity, and no names, institution or organisation names or any other identifying information will be used. There are no foreseeable risks in participating and your company will not be paid for this study. There are also no direct benefits to your company if you choose to participate, but I would expect that participation in the research would further our collective understanding of how to prepare and equip young adults with skills necessary for a positive transition experience.

If you are willing to provide consent for you or your employees to participate in the research project, please fill in the attached consent form and return to me as soon as possible. If you have any concerns or queries regarding our research, please do not hesitate to contact my supervisor or me.

Thanking you in anticipation.

Ms. Bronwyn Peake
bronpeake@gmail.com
Professor Claudine Storbeck (Wits School of Education)
(claudine.storbeck@wits.co.ac)

Employers Consent Form

Please fill in and return the reply slip below indicating your willingness to be a participant in my research project.

I _____ (your name) agree/ disagree (*Please circle the correct one) to participate in this research study by Bronwyn Peake.

Permission to be complete a questionnaire

I would like to complete a questionnaire for this study. YES/NO

I know that I can stop the questionnaire at any time and do not have to answer all the questions asked. YES/NO

Informed Consent

I understand that:

- My name and information will be kept confidential and safe and that my name and the name of my school will not be revealed.
- I do not have to answer every question and can withdraw from the study at any time.
- All the data collected during this study will be destroyed within 3-5 years after completion of my project.

Sign_____ Date_____