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WORKPLACE EXPERIENCES OF PERSONS WITH INTELLECTUAL DISABILITIES IN JOHANNESBURG: A CASE STUDY OF THE HAMLET FOUNDATION

A REPORT ON A STUDY PROJECT PRESENTED TO
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By

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Declaration

I **Ave Ashokumar Ramkaran,** student number **673515** am a student registered for a **Masters in Occupational Social Work Research and Course Work** in the year **2020**. I hereby declare that this research report is my own original and unaided, and that I have given full acknowledgement to all the cited and referenced sources used.

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Mr. Ave Ashokumar Ramkaran

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Dedication

This research report is dedicated to my parents who have inspired, encouraged and motivated me even at my lowest points. Additionally, to my fiancé who is very special to me. We have been through so much together and yet there is still so much more to experience together, thank you and I love you. To my brother and sister who constantly checked up on my progress. Your constant nagging has paid off. Gratitude to my newphews for their support.

ABSTRACT

Globally, persons with intellectual disabilities (PwID) within the workplace are seen as employees at risk due to the numerous stereotypes and myths held about them. Within South Africa as a country, there is a lack of evidence-based publications on persons with intellectual disabilities which then makes it difficult to draw upon valid and reliable contextual sources. Therefore, the following study aimed to understand and document the workplace experiences of people who have the severity level of mild to moderate intellectual disabilities, how they coped and adjusted within the workforce among fully-abled individuals, and what were some of the restrictions or contributing factors which may hinder them from functioning at their potential within the workplace. These participants were sought out from The Hamlet Foundation in Johannesburg. Eight participants, males and females were sought out to form the sample of this study. A semi-structured interview schedule was utilised in order to gain in-depth answers. The sampling used was non-probability sampling as the study was specifically targeting adults with intellectual disabilities (ID). The form of data analysis that was used in the study was the technique of thematic analysis. The value of findings in this study is that it will help us understand the realities of individuals with disabilities in the workplace. The main findings of the study indicate that PwID experience a productive and encouraging workplace in Johannesburg while working among fully functioning people. There are very few limitations reported however a common concern was the salary obtained.

Keywords

Persons with intellectual disability, stereotypes and myths, employees at risk, workplace experiences.

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CHAPTER ONE

OVERVIEW

1.1. INTRODUCTION

Adults with intellectual disabilities (ID) are primarily cared for by their families around the world, especially in low and middle-income countries. In contrast to high-income nations, such as the United States, little is known about their experiences in low and middle-income countries like South Africa (Maulik et al., 2011). Additionally, families with disabled relatives are known to be especially disadvantaged, and this is exacerbated in low-income countries. They are usually poorer, have more health problems, live in less affluent environments, and are more socially isolated (Inclusion international, 2006). This chapter primarily focuses on the overview of the whole research report and is the foundation of what the rest of the report will be based on. This chapter in particular focuses on the problem statement and rationale of the study, aim and objectives, research approach and methodology, key terms and definitions, and slang terminology used by participants in this research study. According to the American Psychiatric Association (APA) (2013), intellectual disability is considered to be approximately two standard deviations or more below the population, which equals to an IQ score of about 70 or below.

Within South Africa, the majority of the population live in poverty as well as in underdeveloped communities with very little resources and opportunities to further one's abilities (Graham et al., 2010). Thus it is argued that it is difficult to meet the needs of all persons with disabilities (PwD) within these circumstances (Gathiram, 2006). According to Elwan (1999), the disabled compromise of 15-20% of the poorest people in developing countries. South Africa is seen as a developing country even though the country is rich with resources; it may be classed as an upper middle-income country. There is however still a gap between the poor majority and small middle class. According to Gathiram (2006), poverty is a cause to disability; however it is not the only cause to disability, as the poor living conditions predisposes individuals to illness, injury and impairments. Hence the study sought to discover this based on the demographical location of the participant and salary obtained from work done at the place of employment.

1.2. PROBLEM STATEMENT AND RATIONALE OF THE STUDY

Post 1994, the South African government developed legislative frameworks; labour laws and a variety of policies that were implemented regarding persons with disabilities (PwD). The Promotion of Equality and Prevention of Unfair Discrimination Act (South Africa, 2000), the Employment Equity Act (EEA) (South Africa, 1998), the National Skills Development Strategy 2005-2010 (Department of Labour, 2005), and The White Paper on an Integrated National Disability Strategy (South Africa, 1997) are only a few examples. However there are still marked inequities in human rights, access to care and services that prevail for large numbers of disadvantaged persons with intellectual disabilities (PwID) (Lushozi, 2016), discrimination, challenges and stereotypes placed upon them by society (Nind, 2008). A study conducted by McKenzie and McConkey (2016), of 37 participants across South Africa indicated how family caregivers had many narratives to share about how services, whether from the government, NGOs, or paid helpers, had let them down.

According to Adnams (2010) there is a lack of evidence-based publications on PwID within South Africa which then makes it difficult to draw upon valid and reliable contextual sources, as this is the target population of this study. Furthermore, the few epidemiological studies conducted within this field were done so prior to 2002, thus illustrating that the prevalence rate of intellectual disability is greater in low revenue countries than in high-revenue countries (Adnams, 2010). A possible reason for this to be related to South Africa may be due to the high poverty rates in several provinces. South Africa has a diverse socio-economic landscape, with some areas comparable to high-income countries but many more areas, especially in townships and rural villages, that are similar to low-income countries (Statistics South Africa, 2003). Emerson et al. (2004) goes on to indicate that information originating mainly from high-income countries cannot be presumed to be applied worldwide, hence the need to for further studies in low-income countries.

There have been studies done within South Africa, these studies have attempted to describe the prevalence of intellectual disability. The first National Disability Survey yielded prevalence of intellectual disability at 1.1% (Schneider et al., 1999). A second study conducted in 2001 as part of the national census survey illustrates the prevalence of intellectual disability was 0.5% (Statistics South Africa, 2005). From this population sample only 30% had any formal education. The national survey done in 2007 examined severe intellectual and learning disabilities illustrated a prevalence of 0.27% (Statistics South Africa,

2007). This is an indication that there is a small population of PwID within South Africa which might result in them being neglected to some extent.

According to Statistics South Africa (2014) there is low labour market absorption of PwD in general. Furthermore, Dlamini (2014) explains that South Africa is grappling with the challenges of youth unemployment with is estimated to be 36.1% which is higher than adult unemployment at 15.6%. The provinces of Western Cape and Gauteng had the highest percentage of employed persons, while Eastern Cape, KwaZulu-Natal and Limpopo had the lowest proportions employed persons. In South Africa, the White population group had the highest percentages of employed persons, while the Black African population group had the lowest percentages (Statistics South Africa, 2014). Another reason for unemployment would be exclusion, as Yeo (2001, p. 11) explains that persons with disability "are at risk of being excluded from economic, educational, social, political life as a result of the disability and discrimination in society". Thus it is vital that these employees be handled with care and support by sensitive practitioners either externally or within the workplace. At The Hamlet, there is a social worker, workshop manager, programme manager, auxiliary social worker and care workers/givers who are responsible for overseeing the adults who are employed outside of The Hamlet. Additionally, the workshop manager is in contact with the CEO and board of directors. A study conducted by Sechoaro et al. (2014) illustrates the effects of rehabilitation on PwID. This study proved to be effective in assisting this vulnerable group. Findings showed that people with mild to moderate ID improved in terms of activities of daily living, self-care skills, communication skills and cognitive achievements after rehabilitation through classroom and community-based skills training, occupational therapy, and through the process of the person-valuing approach to psychosocial rehabilitation which produces highly effective results (Sechoaro et al., 2014).

Being intellectually disabled may also be the cause of unemployment in South Africa as one is unable to occupy a position within a company and the economy as employment levels are higher for persons with visual disabilities when compared with other disability types (Statistics South Africa, 2014). PwD are seen as employees at risk because of the stereotypes and myths held about them (Block, n.d.). One also needs to note that there are not many organisations or corporations willing to employ PwD due to the severity of one's disability, as the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) provides practitioners

with four severity levels for an intellectual disability (mild, moderate, severe and profound) within the conceptual, social, and practical domains (APA, 2013).

The conceptual domain includes skills in language, reading, writing, math, reasoning, knowledge, and memory (APA, 2013). The social domain refers to empathy, social judgment, interpersonal communication skills, the ability to make and retain friendships, and similar capacities (APA, 2013). The practical domain centres on self-management in areas such as personal care, job responsibilities, money management, recreation, and organising school and work tasks (APA, 2013). There are approximately 300 persons with intellectual and/or physical disabilities at The Hamlet Foundation (The Hamlet). They have a residential centre for 54-60 intellectually disabled adults and a protective workshop for 200 intellectually disabled adult workers (Hamlet, 2015). The research study primarily focused on participants with mild to moderate intellectual disabilities indicating capabilities within the conceptual, social and practical domains. It must be understood that the particular IDs faced by participants are learning disabilities such as Attention Deficit Hyperactivity Disorder (ADHD), Autism and Dyslexia.

Adnams (2010) conveys that the failures in policy implementation, service delivery, and the low priority of intellectual disability, continue to result in unmet social, health and educational needs within the country. This study focuses on the low priority placed upon PwID. This research aims to fill in that gap and gather the personal experience of PwID. Also, Gilbert (2004), states that there is less literature on research with people with higher support needs. This study is significant as it is South African based and there are limited studies on persons with intellectual/learning disability in South Africa from a social work perspective. This becomes a problem as PwD are still facing additional challenges within society, especially within the workplace among colleagues and employers. Thus this study will explore the experiences of persons with intellectual/learning disability from their perspective and not from the perspective structural instruments or persons who are fully functioning.

1.3. BRIEF OVERVIEW OF THE RESEARCH DESIGN AND METHODOLOGY

The research study used a qualitative research approach. According to Locke et al. (1987), qualitative research intends on understanding a particular social situation, interaction event. A

qualitative approach allows for the researcher to take the stance of an interpretivist, thus able to gain the perspectives and experiences of the participants. The research design being used is a case study. According to Bromley (1990, p. 302), a case study may be defined as a "systematic inquiry into an event or set of related events which aims to describe and explain the phenomenon of interest". This study aims to contextualise and not to generalise as the sample size is small. A case study is appropriate to the research study as the research study seeks to discover the feelings and coping mechanisms of PwD at a given point in time. Thus the strengths of a case study allows for the researcher to capture the experiences and feelings of individuals at a specific point in time as oppose to over a course of events.

The qualitative aspect of the study consisted of a semi-structured interview schedule which was done face-to-face with eight participants at The Hamlet. These eight participants were not randomly selected as they had to have worked at The Hamlet Workshop prior to working outside of The Hamlet among fully-abled/functioning persons in the workplace. The semi-structured interview took approximately 45 minutes to complete. Participants were interviewed in the computer room, dorm common room and dorm canteen area, which were quiet and tranquil. Participants had the option to invite a primary care worker/care giver in order to allow a familiar person to be present at the interview.

Furthermore, anecdotal evidence will be presented from the researchers observations, interactions and associations with individuals at the research site; such as care workers, auxiliary social workers, social workers, general staff and residents. The researcher utilised this method in conjunction with the qualitative research approach to gain a broader perspective of the interactions that happen on a daily basis between staff and PwID at the research site, observe their daily activities from morning to evening and to embrace the day with them. In accordance with Cubitt (2013), anecdotal evidence is not only about the participant but also about the contexts of the actions in which the researcher finds himself. Of course, ones needs to note that this is an exchange of experiences between the researcher and the those he comes in contact within specific times. The anecdotal evidence relies mainly or entirely on the researchers testimony which does pose a risk to the validity of this study however, the researcher will be spending several weeks at the research site obtaining information (Goodwin & Goodwin, 2016). Beyond being solely a researcher, several other roles were adapted to gain descriptive evidence.

1.4. OVERVIEW OF THE RESEARCH REPORT

This research report contains five chapters. The first chapter being the introduction chapter provides a general overview of the entire research report which encompasses the problem statement and rationale of the study, aim of the study, the objectives of the study, the research design and methodology, the definition of key terms and slang terminology used by participants in this research study. The second chapter composes of the literature review which focuses on the different literature and theories that has been used to understand the concepts as well as to motivate this study. It refers to policies and legislation specific to South Africa as well stereotypes and myths held in society. Progressive measures taken by the South African Government and the most recent tragedy that occurred. The third chapter covers the research aims, the research design, the methodology that was used in conducting the research project and gathering data, ethical considerations, and the limitations of the study. Chapter four presents and discusses the results that came out of the research question and objectives. It compares these findings to the literature that was used in order to establish similarities and disparities. Finally, the last chapter of this research report summarises the findings and conclusions of the research project as well as provides recommendations based on these research findings for future studies in the field of ID.

1.5. ACRONYMS/ABBREVIATIONS

ADHD: Attention Deficit Hyperactivity Disorder

APA: American Psychiatric Association

CV: Curriculum Vitae

DFID: Department for International Development

DG: Disability Grant

DSD: Department of Social Development

DSM-V: Diagnostic and Statistical Manual of Mental Disorders 5

EEA: Employment Equity Act

FET: Further Education and Training

ID: Intellectual Disabilities

IDA: International Disability Alliance

NLDTF: National Lottery Distribution Trust Fund

OSW: Occupational Social Worker

PEMH: Port Elizabeth Mental Health

PwD: persons with disabilities

PwID: persons with intellectual disabilities

SA: South Africa

SADA: South African Disability Alliance

SAFMH: South African Federation for Mental Health

SASSA: South African Social Security Agency

SW: Social Worker

UN: United Nations

US/USA: United States of America

WHO: World Health Organisation

1.6. DEFINITION OF KEY TERMS

Acquaintances: Knowing someone, but not friends with them.

Bobbins: Tension bobbin insulator used with the offset brackets.

Bus: Johannesburg Metrobus.

Higher functioning: Adults who are capable of taking care of themselves (with the supervision of a healthcare worker).

Intellectual disability: An IQ of less than 70, characterised by significant limitations in both intellectual impairment and in adaptive behaviour diagnosed by a medical practitioner.

Mentor: An individual who provides guidance in the workplace.

Pallet: Wooden structure used as a foundation on which items are placed on top of.

Workplace experiences: Experiences obtained by individuals from the various organisations they have worked at.

1.7. SLANG TERMINOLOGY USED BY PARTICIPANTS IN THIS RESEARCH STUDY

Cause: Because**.**

Cool: Okay.

Day worker: Adult workers who travel from home to work at the Hamlet Workshop.

Garage: Fuel station.

Ja: Yes (Afrikaans).

Lekker: Good/nice (Afrikaans).

Pulling out files: Administrative tasks.

Stimulation: The Hamlet Stimulation Centre for persons with severe intellectual disabilities.

Tip: Money given as gratitude for a service done.

Wanna: Want to.

1.8. CONCLUSION

It is evident that more research is required within the society of PwD across the country and even more so with PwID (Gilbert, 2004). It is understood that cognitively challenged individuals are often rejected by people in mainstream and the environment they find themselves in. Additionally, PwID require individual attention which may make taking care of them at home difficult. As the participants were observed and interviewed in their unique

environments, the researcher utilised anecdotal evidence. The anecdotal evidence relies mainly or entirely on the researchers testimony (Goodwin & Goodwin, 2016). This chapter focused on the overview of the whole research report and is the foundation of what the rest of the report will consist of. This chapter in particular focused on the problem statement and rationale of the study, research design and methodology, key terms and definitions, and slang terminology used by participants in this research study.

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

Worldwide; the World Health Organisation (WHO) (2011) shows that more than a billion people are estimated to live with some form of disability, which roughly equates to 15% of the world's population; these statistics are based on the 2010 global population estimates. These results are higher than the previous estimates which were around 10% in the 1970s. The following chapter will begin by providing definitions of terminology used when dealing with PwID. It will go on to providing statistics of disability starting globally and then focusing of South Africa. In South Africa statistics indicates a national disability prevalence of 7.5% of people living with a disability (Statistics South Africa, 2014). There are more females (8.3%) than males (6.5%) with disabilities (Statistics South Africa, 2014). A study conducted with people aged five and older illustrated that 11% has visual difficulties, 4.2% had cognitive difficulties, 3.6% had hearing difficulties, and a remaining 2% had communication, self-care and walking difficulties. According to Statistics South Africa (2014), there has been a drastic increase of persons with intellectual/cognitive challenges. It is astonishing to know that four out of every 100 citizens are affected by some level of intellectual impairment.

The following chapter will begin by providing definitions of terminology used when dealing with PwID. It will go on to providing statistics of disability starting globally and then focusing of South Africa. The chapter will incorporate the beginning of change for PwD as they were not always included in society. It moves on to providing the different types of disabilities as well as policies and legislation dealing with employees with disabilities in the workplace. A discussion on the South African Disability Grant and the South African Disability Alliance was provided and an account of the Life Esidimeni Tragedy is highlighted. A few case studies are referred to with regards to integrating employees with intellectual disabilities into the workplace to gain a deeper understanding of other companies and organisations. Within the community of PwD, there are several stereotypes and myths held about them which will be provided. Finally, prior to the conclusion, the theories and models in disabilities will be addressed. The focus of this chapter is on South African

literature with the aim of understanding disability and intellectual disability in order to provide a comprehensive documentation of disability.

2.2. UNDERSTANDING TERMINOLOGY

Prior to conducting the study, one needs to familiarise oneself with the terminology of functioning, disability, and impairment when working with PwID. It is vital that individuals understand that the term handicap had been removed due to its misinterpretation and references (Ross & Deverell, 2010). More will be discussed in this chapter.

2.2.1. Definition of functioning.

Ross and Deverell (2010) explain that the terms functioning and disabilities are canopy terms for body functions and structure, activities at the individual level, and participation in society. These are used as the basis for defining one as either able bodied or having a disability.

2.2.2. Definition of disability.

"A physical or mental impairment that substantially limits one or more major life activities, having a history or record of such an impairment, or being perceived by others as having such an impairment" (Americans with Disability Amendments Act, 2008, section 4). Furthermore, according to the Employment Equity Act No. 55 of 1998 (South Africa, 1998, p. 10), PwD are "people who have long-term recurring physical or mental impairment which substantially limits their prospects of entry into, or advancement in, employment".

2.2.3. Definition of impairment.

According to Barnes et al. (1999, p.22) an impairment refers to "any loss or abnormality of psychological or anatomical structure or function". Thus pertaining to an alteration from being able bodied or rather fully functioning.

2.3. STATISTICS ON DISABILITY

It is important to note that the prevalence of disability increases the older an individual grows as 53.2% of people ages 85 and older reported having a disability (Statistics South Africa, 2014). This illustrates that there is a growing pandemic of disability in general within the country. Additionally, having a disability is a globally recognised by people, however the important part is how we as fully- abled/functioning individuals associate and include PwD in

social and individual activities on a daily basis. Based on the Washington Group questions, the South African census of 2011 revealed a prevalence rate of disabilities of 7.5% (2 870 130 disabled people). The answers to these questions are based on how difficult it is to see, hear, communicate, move, recall or concentrate, and take care of oneself (Statistics South Africa, 2014). When comparing the major racial categories in South Africa, 7.8% of the Black population is impaired, compared to 6.5 percent of the White population and 6.2 percent of the Coloured population.

2.4. BEGINNING OF CHANGE FOR PERSONS WITH DISABILITIES

In 1982, the United Nations General Assembly adopted the World Programme of Action Concerning Disabled Persons at its 37th regular session. This programme was aimed at promoting measures for the prevention of disabilities, development and equality, rehabilitation and realisation of goals, and the full participation of PwD within society (Pachaka, 2003). Chitereka (2010) goes on to state that is was during this age that shared concern and consciousness were directed towards providing PwD with the same opportunities available to ordinary citizens. This was the beginning of positive change and inclusion of PwD within society which was previously not done. It was understood that an approach to disability needed to come from a human rights perspective. A vital aspect in normalisation is the inclusion and equalisation of opportunities for all PwD in order to bridge the gap in society, therefore societies were to begin by identifying the obstacles and seek measures in which to remove them (United Nations, 1982). The beginning of change would begin with developmental programmes and the inclusion of PwD into the education system amongst fully-capable learners. Additionally this would require further research into innovative and effective strategies and approaches into social inclusion and cohesion (United Nations, 1982).

However, there was still much stigma and prejudice linked to a person's disability, which then placed the individual in jeopardy. Therefore, this indicates that even though individuals in society are aware of the vulnerability placed upon persons with disability, they are ignorant of upholding the values and ethics that underpin humanity (Nind, 2008). A change in the attitudes and mindsets of fully functioning individuals would then lead to a change in their behaviour. Simply changing the mind is not the only solution to combating the way in which PwD are treated. Moreover, the adoption of the World Programme of Action Concerning Disabled Persons in South Africa was particularly difficult due to the country being under the apartheid regime at the time the programme was passed. During the apartheid regime, non-

White South African citizens were marginalised and mistreated making it severely difficult for the inclusion of non-White PwD into society and the education system. It was not till after apartheid that the implantation of the programme could reach several poverty stricken areas.

In 2018, the first Global Disability Summit was hosted in London in conjunction with the United Kingdom Department for International Development (DFID), the International Disability Alliance (IDA) and the Government of Kenya (International Disability Alliance, 2018). The summit composed of an aim and four main objectives which seek to raise global awareness and focus on ignored spaces, the inclusion of fresh approaches, the mobilisation of new global and national obligations and a platforms to present the best practices from across the globe (International Disability Alliance, 2018). It was understood that the focus will be on 13 countries initially, South Africa being one of them. The Summit highlighted stigma and discrimination, the inclusion of PwD in the education systems, channels to economic empowerment and the utilisation of technology and ingenuity (International Disability Alliance, 2018).

2.5. TYPES OF DISABILITIES

There are several types of disabilities, however they may be classified into a few categories such as learning disabilities, medical disabilities, physical disabilities, psychiatric disabilities, speech and language disabilities (Henderson & Brian, 2004). Furthermore, there is attention-deficit hyperactivity disorders, blindness or low vision, brain injuries and deaf/hard of hearing (Henderson & Brian, 2004). This study focuses on persons with intellectual/cognitive/learning disabilities as there has not been much research focused in this area in South Africa. It is recognised that a child with a learning disability may have an intellectual disability which can be diagnosed by a medical practitioner and taken care of by the parents or guardian/s.

According to the Department of Labour (2012), a mental impairment is a clinically acknowledged condition or illness which includes intellectual, emotion and learning disabilities. There are three classes within a cognitive impairment, namely low, moderate and high functioning individuals. It is difficult to measure one's level of intellectual disability; however moderate to severe would show difficulties in remembering/concentrating, self-care and communication (Department of Labour, 2012). According the Port Elizabeth Mental Health (PEMH, n.d.), intellectual disability is characterised by significant limitations in both

intellectual impairment and in adaptive behaviour, which covers activities of daily living and self-care skills.

An individual with an intellectual disability will show signs in intellectual functioning which also refers to a person's ability to learn, make decisions, reason, and solve problems (PEMH, n.d.). Further limitations may be the skills necessary for day-to-day activities, such as communication, interaction, and self-care (PEMH, n.d.). Intellectual disability may also be measured by an Intelligence Quotient (IQ) test. A person is considered to be intellectually disabled if he/she has an IQ of less than 70 (PEMH, n.d.). The participants in the study have a mild intellectual disability. They have the IQ of higher than 70 and, there is little to no differences in the individual's physical characteristics, they are able to function through everyday activities, and are able to mix in with other people. This will be the case with the participants in the study. This is beneficial as the participants will be able to answer the questions from the interview sheet.

It is comprehended that participants in the study present with learning disabilities such as ADHD, Autism and Dyslexia. According to Nigg (2001), ADHD is commonly theorised to derive from dysfunctional inhibitory processes. ADHD is one of the most common neurodevelopmental disorders of childhood Which results in stints of excessive energy, hyper-fixation, and impulsivity. It is usually first diagnosed in childhood and often lasts into adulthood (APA, 2013). There are various contributing factors such as genetics, exposure to environmental factors during a mothers pregnancy, the use of alcohol or tobacco during the pregnancy, premature delivery, low birth weight and brain injury (Tiesler & Heinrich, 2014). There are three different presentations of ADHD, predominantly inattentive, predominantly hyperactive-impulsive, and combined type. Predominantly inattentive ADHD presents itself with difficulties in the organisation or finishing of a task, difficulties in paying attention to details, or to follow instructions or conversations, easily distracted or forgets details of daily routines. An adult with predominantly hyperactive-impulsive ADHD tends to fidget and talk a lot, having difficulties to keep still for long periods of time which may result in more accidents and injuries. The combined type is a combination of the two (Ramsay & Rostain, 2014).

Moving onto autism, which is viewed as a developmental and spectrum disorder as the symptoms can present in a wide variety of combinations, from mild to severe. Autism is characterised by difficulties in social interaction, communication, and by restricted and

repetitive behaviour (APA, 2013). A combination of genetic and environmental factors are attributed to the causes of autism while there is no cure, there have been several interventions have shown to reduce symptoms and improve the ability of autistic people to function and participate independently in the community. Furthermore, autism is more common in males than females and the diagnosis can be made in the first three years of a child's life (Geschwind, 2008).

Finally, dyslexia is distinguished by trouble with reading despite normal intelligence. Dyslexia can be aquired either genetically or via environmental factors and is diagnosed through various tests of vision, memory, spelling and reading skills (Siegel, 2006). While there is no cure for dyslexia, treatment involves individual care suitable to the individual. According to Kalsoom et al. (2020), dyslexia is the most common learning disability which occurs globally.

2.6. POLICIES AND LEGISLATION REGARDING EMPLOYEES WITH DISABILITIES

Within the work place, those with disabilities require additional attention as opposed to those who do not have a disability (Triegaardt, 2009). There are approximately 26 539 employees with disabilities within South Africa (Department of Labour, 2003). Within the country, section 9(3) in The Bill of Rights (South Africa, 1996), prohibits direct and indirect discrimination on the basis of an individual's disability. The denial of these rights may be challenged in the Constitutional Court (Gathiram, 2006). According to Triegaardt (2009), disability is a developmental and human rights issue, consequently there are policies and legislation which provide the necessary protection for employees with disabilities within the workplace such as the Employment Equity Act 55 of 1998. This Act forbids unfair discrimination against an employee in any employment practice on one or more grounds which include disabilities (South Africa, 1998). The adoption of the anti-discriminatory and affirmative legislation aims to integrate people into mainstream employment as noted by Gathiram (2006).

The White Paper for Social Welfare (South Africa, 1997), provides a framework for developmental social welfare and compromises of five themes that are essential to the notion of developmental social welfare (Patel, 2005). The first theme is in relation to this study as it adopts a rights-based approach which core is in social justice, equity, equal opportunity to

services and benefits, and a commitment to meeting the needs of the most disadvantaged. The White Paper emphasises the importance of PwD enjoying equal rights and responsibilities, and a good quality of life (Ross & Deverell, 2010). Therefore, PwD are able to partake and share in the benefits of the laws as civil society. However, PwD are faced with restrictions that limit them from equality and equity. For example, an individual will not be able to complete his/her task if he/she is not trained, and correctly supervised. PwD are to be handled with sensitivity, however they should be allowed to learn and develop within a productive environment (Standen & Brown, 2005). People with disabilities are then restricted by the stereotypes and myths held, the structural challenges, conflict in the workplace, lack of adequate training and supervision.

Furthermore, the following are legal frameworks in relation to disability; Integrated National Disability Strategy, 1997; the Promotion of Equity and Prevention of unfair Discrimination Act of 2000; the Code of Good Practice of Employment of Persons with Disabilities, 2001; the United Nations Convention on the Rights of People with Disabilities and its Optional Protocol of 2008. However, with all this in place, the question still asked is, are we seeing evident changes in the reality and lived experiences of people with disabilities? This is what the research study seeks to explore within the field of intellectual disability. Historically there was little consideration towards persons with disability within South Africa, but after the first democratic elections in 1994, the Constitution then went on to extend basic human rights to all citizens of the country (Howell et al., 2006). From this, the term reasonable accommodation is being implemented moreover within the different fields of work. However, there is still a gap in society because reasonable accommodation is not implemented everywhere and there is a lack of knowledge of how best to accommodate an individual's disability. Most employers do not ask their employees with disabilities what is needed for them to function optimally. In most cases, the funding for reasonable accommodation is an issue (Howell et al., 2006).

The Integrated National Disability Strategy of 1997 assisted in working towards the development of policies and programs for PwD. For both adults and children, these included affordable healthcare, social services, and comprehensive education. However women were seen as second-class people, according to the strategy, and were therefore more likely to be destitute, malnourished, illiterate, and have a lower chance of starting a family (Foskett, 2014). Additionally for purposes of this study, the strategy refers directly to PwID, "people

with severe ID living in rural areas often have a low life expectancy, due to lack of care, support and access even to the most basic services. Families can seldom meet the additional financial burden of regular visits to hospitals, additional expenses for equipment and assistive devices, and other necessaries." (South Africa, 1997, p. 9). Furthermore, the strategy highlighted the importance of further studies into the involvement of PwD in society (Foskett, 2014). Within the working environment, this strategy is crucial in promoting the participation of PwID workers among completely abled citizens. Hence, certain PwID have the opportunity to work among fully functioning persons with the workplace. However some of them may face stigma and discrimination either passively or aggressively within the workplace.

Moving onto the Promotion of Equity and Prevention of unfair Discrimination Act of 2000 which sought to alleviate unfair segregation and encourage justice within South Africa in order to correct the errors from apartheid (Department of Labour, 2001). Additionally it is understood that discrimination and inequality are possibly two distinguished social ills that South African society has ever faced due to the apartheid regime (Marumage, 2012). Within the workplace setting, Marumage (2012) indicated that while much attention has been afforded to discrimination based on religion, ethnicity, and gender, little attention has been given to discrimination towards persons disability. Furthermore, the Code of Good Practice of Employment of Persons with Disabilities, 2001 acts as a model for both employers and employees on how to promote equal opportunity and fair management for PwD as required (Department of Labour, 2001). Employers, on the other hand, should not be forced to hire employees who are unable to perform the duties of a specific position or to retain staff who are unable to perform the activities of a specific job only because of the persons disability (Marumage, 2012). When an individual is applying to a company for s specific position, the question of having a disability is presented so that the company is aware of such and it is assumed that the company can then attempt to accommodate the individual within the working environment.

2.7. THE SOUTH AFRICAN DISABILITY GRANT

Social assistance for PwD was first introduced through the Blind Persons Act (Act 11 of 1936) and the Invalidity Pension Scheme, which were only offered to White South Africans from 1937 onwards from the Department of Welfare (Kelly, 2013). Following onto the Disability Grant Act (Act 36 of 1946) which formalised these schemes in the form of a

disability grant accessible to White, Indian, Coloured and Black people however, the amounts paid to each racial category varied immensely. Kelly (2013) indicates that White people were offered 60 pounds a year while Black people were offered only 12 pounds a year in 1946 which reveals the discrepancies placed upon other racial groups due to the apartheid regime which hailed White people as being supreme. Furthermore, Baron (1992) states that White applicants were eligible for the grant if their disability lasted six months or more while Black applicants had to provide a certificate indicating that their disability was for a period of 12 months and more.

It was through the South African Social Assistance Act of 1992 that discrimination towards the benefit levels based for disability grants on racial categorisation was abolished at last in 1993 (Ardington & Lund, 1995). The new government coming into power commenced several positive changes towards equity and equality throughout South Africa however the financial implications were enormous as legislation and polices could not deliver what was promised. Lund (1997) reports that the apartheid government were notoriously secretive, with extremely complex and over-bureaucratised systems with little known about social policies in South Africa. Hence an enormous task for policy makers as they faced significant challenges in conceptualising an effective system that was affordable and appropriate.

Fast forwarding 27 years later with the overcoming of several hurdles and extensive learning curves from gaps in policies and legislation to failures in service deliveries. It can be understood that a more reactive approach has been taken as oppose to a proactive approach in dealing with issues relating to systematic issues and the regulation of the disability grant. Currently the disability grant pays out a maximum of R1890.00 per month however, the receiver must be between the age of 18 to 59, a South African citizen, permanent resident or refugee residing in South Africa, must not be cared for in a state institution, an individual must not earn more than R86 280.00 per annum or if married, more than R172 560.00 per annum, and the submission of a medical/assessment report confirming permanent or severe disability must be provided (Southern African Government, 2021). Once all documentation has been handed in, the PwID must provide previous medical reports and will undergo a medical assessment by a state appointed medical practitioner to assess the extent of the impairment (Southern African Government, 2021). This is to ensure that the information provided on the reports are true however, if untrue, the medical practitioner and applicant will be forced to pay a fine and could face a court hearing. The medical practitioner will be

suspended and practicing licence revoked indefinitely. This information will then be sent to the South African Social Security Agency (SASSA).

Individuals at The Hamlet are considered to be having a permanent disability due to the severity of their impairment and the amount is paid directly into their bank account or the Hamlets bank account however, this is monitored by the auxiliary social worker and social worker so that funds are not mishandled. Due to the nature of individuals under the care of The Hamlet, this process is completed by a social worker in conjunction with the individual and next-of-kin. In the absence of the next-of-kin, an affidavit stating that the individual is under the care of the organisation must be provided with the application. The application may take up to three months but once the application is successful, the individual is paid every month on the day the grant was applied for (Southern African Government, 2021). The current amount of R1890.00 was set into effect from 01 April 2021 as a result of below inflation rates of between 1% and 3.4% (SABC, 2021). The slight increase from the previous year's R1860.00 is coupled with the concluding of the Social Relief of Coronavirus Pandemic Distress Grant in April 2012 which was announced in the South African 2021 Budget Speech by Finance Minister Tito Mboweni (SABC, 2021).

2.8. THE SOUTH AFRICAN DISABILITY ALLIANCE

The South African Disability Alliance (SADA) is a non-profit consultative forum of national disability organisations in South Africa compromising of 17 mental health societies and numerous member organisations across the nation (SADA, n.d.). SADA assists with key policies and legislation issues relating to disabilities at a regional and global levels. The following organisations/foundations fall under the umbrella of SASA: Autism South Africa, Blind SA, Cheshire Homes South Africa, Dementia South Africa, Disabled Children Action group, Down Syndrome South Africa, Epilepsy South Africa, Leprosy mission /Ramp Up, Muscular Dystrophy Foundation of South Africa; National Association for Persons with Cerebral Palsy, National Association of Blind & Partially Sighted Persons; Therapy Association of South Africa; National Council of and for Persons with Disabilities, Occupational Therapy Association of South Africa, Quadpara Association of South Africa, Quadriplegic & Paraplegic Charitable Trust, Rare Diseases South Africa, South African Association of Audiologists, South African National Council for the Blind, South African National Deaf Association; Stroke Survivor Foundation; South African Federation for Mental Health and the Uhambo Foundation.

As an activist organisation, SAFMH has played an important part in supporting community mental health services and deinstitutionalisation, as well as advocating for the needs of people with psychosocial and ID across the nation (Lund et al., 2010). They are a non-for-profit non-governmental organisation affiliated with the African Regional Counsel for Mental health and the World Federation for Mental Health (Kakuma et al., 2010). There are several mental health societies under the guidance of the SAFMH based in numerous communities operating in the fields of intellectual disability and psychiatric disability. It is crucial to note that these non-profit organisations are registered as a separate entity with their own management boards and staff, and not financially dependent on the SAFMH (Kakuma et al., 2010). Since the South African health care system is decentralised, they fall under the responsibility of their independent province.

2.9. THE LIFE HEALTHCARE ESIDIMENI TRAGEDY

Life Esidimeni is a wholly owned subsidiary of the Life Healthcare Group, which has been providing healthcare and related services to the public sector for over 50 years (Life Healthcare, 2020). They collaborate with the South African government to offer high quality and cost effective professional healthcare to the most disadvantaged citizens. Life Esidimeni has a network of 10 facilities across Eastern Cape, Gauteng, Limpopo, Mpumalanga and Western cape providing services such as chronic medical health care, frail care, children's mental health and frail care, intermediate care, primary health care and substance abuse recovery specialising in chronic mental health care for the general population (Life Healthcare, 2020). This is evidence of facilities provided to the larger communities within South Africa to make mental health services available and accessible across the major provinces. This initiative was progressing positively to assist those who were unable to care for themselves or classified as having a severe cognitive condition requiring psychiatric services.

However, in order to save money and implement a campaign to deinstitutionalise mental patients, the Gauteng Department of Health terminated an outsourced treatment arrangement with Life Esidimeni in 2015. Approximately 1300 patients were moved to the care of their relatives, non-governmental organizations (NGOs) and various hospitals (Maklouba, 2017). Conversely the procedure was later discovered to be a complete mess. It was further revealed in 2016 that numerous patients who were being transferred had passed away during the process (Maklouba, 2017). An article uploaded by News24 has described this to be one of

“the greatest cause of human rights violation since the dawn of our democracy” with approximately 143 deaths (Bornman, 2017).

It is important to note that these deaths did not just happen during the process but also at the NGO’s where patients were said to have been based such as Takalani Home, Precious Angels and Tshepong Centre as well as at hospitals such as Leratong Hospital and Kalafong Hospital (Maklouba, 2017). Therefore, the mishandling of funds and poor implementation of new policies with no proper planning can be noted as a major problem which has resulted in a catastrophic failure. The loss of lives cannot be taken for granted as this could have been avoided. According to Maklouba (2017), several warnings were made to the health department of the risks of moving patients to NGOs who were unable to provide the specialised services they needed however, these notices went unheeded.

These repercussions had a catastrophic impact and a lesson to all organisations supporting PwD. The Hamlet supports several PwD having a severe cognitive condition. They are provided with 24 hour services with two care workers on site working shifts. These individuals are provided daily with stimulating activities. Additionally as a country, family members and friends related to PwD had to endure various levels of trauma, questioning if this was happening at other facilities. The Hamlet accepts individuals with severe cognitive conditions based on availability hence the reason the Live Esidimeni tragedy is an important lesson to learn from and not repeat in the future for all health care facilities, especially facilities accommodating PwID.

2.10. INTEGRATING EMPLOYEES WITH INTELLECTUAL DISABILITIES

The focus of the study is the integration of PwID into the workplace among fully functioning people. According to Kaletta et al. (2012), several organisations and companies are interested in employing PwD however they are concerned about the cost implications and safety procedures required for them to function optimally in the workplace. A study done assessing the productivity rates of fully functioning employees and PwD in the workplace resulted that statistically, that both groups are equally productive in a distribution centre environment (Kaletta et al., 2012). However it must be understood that the PwD disclosed their type of disabilities to be psychological, sensory, cognitive and physical in nature providing the study with a variety or participants to test. PwID have been identified in other studies as facing

challenges with being returned at work because they are considered less dedicated to their allocated duties (Rashid et al., 2017). However, findings from Beyer and Beyer (2017) indicate that participants were highly dedicated to their work. The most vital part of ensuring safety is hiring suitable people (Kaletta et al., 2012) who firstly have basic-life skills and previous employment history in the same or a similar field. This is to confirm that all employees at the workplace have the basic knowledge and skills required to do the job.

Autonomy is an important philosophical concept when it comes to PwID especially when residing alone. Some PwID are considered to be higher functioning than the others and are provided with everyday life responsibilities such as taking care of one's own health, cleaning up after oneself, the freedom to make impactful decisions and integrate with the broader society (Carey, 2021). However there are limitations that act to segregate PwID from society, institutions and opportunities (Mill et al., 2010). A PwID might regard their immediate family as limiting their autonomy such as controlling their life style, shielding them from the outside world, disallowing them proper education, disallowing them to enter into employment and contribute to the economy as a few examples. The findings by Iriarte et al. (2020) demonstrate that when PwID get their own personalised accommodation, it benefits them as they will be managing their own lives their own ways. This was also beneficial to their family members as they can go on living their own lives knowing that their family is being taken care of (Iriarte et al., 2020). In most instances, if the PwID has family, the family will visit as often as they can without too much disruption of their daily duties or leisure time.

While PwID are occasionally viewed as unique and given special treatment in other studies (Itasari, 2020; Tinta et al., 2020), in this study the findings demonstrated that people with ID were given similar treatment as anyone else. They had their own accommodation, which gave them autonomy and a sense of responsibility. Furthermore, they went to work just like any other people; their working hours were the same as the majority of people working in South Africa. Indicating a step towards inclusion of PwID into normal society. The average South African works for eight hours with either a 30 minute or one hour lunch break. This allows PwID to incorporate into the economy by earning their own wage and spending on what they would like to.

Within a company, an individual might find himself/herself working in a position which could pose a potential risk to one's health. Additionally the experience might be traumatic in nature resulting in long term damages. As demonstrated in previous studies, poor working

environments may result in poorer health for people with ID (Milner et al., 2019; Shaw et al., 2020). However to protect their work and rights, some PwID may keep quiet until falling ill and requiring medical attention. This might be an indication of resilience but PwID at organisations have care workers of whom can step in and play an advocacy role with the assistance of a social worker to ensure the individuals protection (Scheffers et al., 2020). Hence it is imperative that individuals communicate their dissatisfaction or employment issues to a trusted one so that actions can be taken.

Research shows that PwID receive a psychological fulfilment when they are employed and meaningfully contribute to the company (Akkerman et al., 2018). Furthermore, Friedman and Rizzolo (2018), indicated that PwID who experience continuity and security are more engaged in their environment and find joy in their everyday activities. The creation of meaningful relationships at work improves the individuals overall experience especially when the relationship is with a supervisor as this opens up honest and respectful communications. Furthermore, negotiations such as wages, conflict in the workplace and hazardous factors can be worked through in a professional manner.

The Hamlet does not proactively search for vacancies outside of the of its facility. However, based on the PwID's capabilities and work ethic, the office manager in co-ordination with the operations manager and social worker seek to place the individual in a conducive environment near to the residence. The social worker is tasked with the responsibility to make sure that the environment meets The Hamlets expectations and the employees care worker is tasked with the responsibility to make sure the employee feels supported and heard.

2.11. STEREOTYPES AND MYTHS REGARDING PERSONS WITH DISABILITIES

One of the contributing reasons to why PwD are treated differently may be due to the stereotypes and myths that fully functioning people have (Standen & Brown, 2005). This then makes their environment as well as those they come into contact with a stressful endeavour. Thus PwD experience negative attitudes against them. According to Block (n.d.), stereotypes are groups of attitudes which have little or no basis in reality yet persist within cultures. Stereotyping an individual reduces the individual's individuality and character of people to false social constructs. However, it is difficult to break popular cultural attitudes, especially negative ones. It is possible through knowledge and understanding. Creating awareness and

educating society will then lead to a change in attitude and a change in behaviour. Blending in with PwD will provide an experience of the way in which they go about their daily lives.

Furthermore, according to Hanass-Hancock (2009), the African cosmology sometimes regards disability as a curse from God, a lack of ancestor protection, or exposure to ritual pollution. In addition, in the local culture, people with severe learning disabilities as seen as 'the fresh ones' and are believed to be virgins; thus susceptible to becoming victims of rape (Hanass-Hancock, 2009). PwD are seen as less likely to get married due to their disability and thus are taken advantage of by those more abled. This then leads to high crime rates and unplanned pregnancies. From the victim's point of view, he/she may or may not know what is happening, thus keeping the incident silent due to fear, thus creating more harm to the individual.

A few more stereotypes held by society are that many people think that persons with disability are that they are incapable of having a sexual drive and sexual needs like an abled person (Marini et al., 2012). Employees with disabilities as adults may seem pitiable and pathetic as they may function at a slower pace and take longer to understand simple concepts as oppose to a fully functional person. PwD are sad, they prefer to be with their own 'kind', are childlike, are dangerous, are 'special' and that is why they receive 'special' treatment (Klein, 1992). These attitudes towards PwD then translate into the way an individual behaves towards the individual. Therefore, they will treat the person differently. For example, if there is an able bodied person accompanying an individual restricted to a wheel chair; questions will be posed to the able bodied individual instead of the person on the wheelchair. Note that the individual has a physical disability, not a communication/learning disability.

Furthermore, employers of organisations may have the stereotype that PwD are synonymous with needing help and social support constantly which makes completing individual tasks difficult due to always having to help or support a person with disability (Morgan et al., 2008). This is true as PwD do need social support and assistance. However so does an able bodied individual who enters the workplace initially. According to Groce et al. (2014), PwD face stigma, prejudice, and social exclusion, often lack the necessary educational needs, lack the contusive social support networks, and legal right to appeal injustices ad the family, community and national levels.

2.12. SPORTS AND RECREATIONAL ACTIVITIES

Health is widely recognised to be a multidimensional concept influenced by biological, physical, technological, cultural, and political influences. Physical activity is critical to maintaining overall health and well-being, and there is an abundance of literature exploring the positive effects of exercise domestically and internationally (Dhimmar, 2019). As affirmed by The Integrated National Disability Strategy of 1997 (South Africa, 1997, p. 55), "people with disabilities experience the same need for sport, including competitive sport, and recreation as their non-disabled peers". This is true for adults at The Hamlet who regard sports and recreational activities as a critical component in their health and the integration into society. In accordance with Dhimmar (2019), playing a sport improves individual concentration, improves individual mood, reduces stress and depression, improves individuals self-confidence and self-esteem, improves sleeping patterns and assists with maintaining a healthy weight. However several community sports centres tend to be inaccessible to PwD (South Africa, 1997). Therefore diminishing the motivation of PwD to participate in sporting activities and participate in physical exercise. Hence changes in the environment will create significant opportunities to engage in sporting activities for PwID. The environment needs to be a positive place where they are accepted for who they are and encouraged to participate in physical activities with others from their communities (Pillay, 2019).

The Hamlet has facilities for various sporting activities such as soccer, netball, basketball, cricket, floor hockey and swimming. It is important to note that there is one field used for cricket and soccer (Figure 1, highlighted in yellow) while another court is used for netball, basketball and floor hockey (Figure 1, highlighted in red) with a 20 meter pool near the border of the property (Figure 1, highlighted in blue). The facilities are used by residents and day-workers alike after working hours for leisure or trainings. The Hamlet has a competitive soccer, basketball, netball and floor hockey team which takes part in domestic tournaments across the country (Hamlet, 2015), while others can participate for recreational purposes. Furthermore, PwID at The Hamlet participate in ice skating, particularly figure and speed skating which is regulated by The Special Olympics and the International Association for Para-athletes with Intellectual Disabilities.

Figure 1: Aerial view of The Hamlet Foundation for Persons with Intellectual and/or Physical Disabilities in Rewlatch, Johannesburg South. Source: https://www.google.com/maps/place/The+Hamlet+Foundation.

Since there is no ice rink on the property or within the community, participants are required to travel to Northgate Shopping Centre in North Riding, Johannesburg which is approximately 40km away using The Hamlet transport. This provides them with the opportunity to interact with others who are using the ice rink and practice their routines together while learning and sharing skills. The Special Olympics and the International Association for Para-athletes with ID are the two main organisations supporting these athletes in South Africa (Burns, 2018). It is understood that the Special Olympics was established with the aim of providing training and fair competition for children and adults with ID in the late 1960's in the United States of America (Burns, 2015), by Eunice Kennedy Shriver, sister of John F. Kennedy. The first International Special Olympic Games got off in Chicago, which publicised the inauguration of The Special Olympics (Ogoura, 2018).

This resulted in a need for professional trainers/coaches familiar with sports for PwID. Hence The Integrated National Disability Strategy of 1997 recommends that existing trainers/coaches become familiar with aspects relevant to athletes with ID and training be provided to trainers/coaches specialising in this field or expertise (South Africa, 1997). This

is crucial as some of the PwID at The Hamlet have participated in The Special Olympics historically for figure skating, speed skating and floor hockey. It is imperative that these athletes are provided with careful guidance and training while training as injuries have been known to occur, so as to limit the risk, trainers/coaches require specialised expertise.

Beyond the sports field and athletics, recreational activities are vital for social interactions especially within the community and surrounding communities. It is imperative that organisations serving PwID have deep-rooted ties into the community as this is where much of the staff and resources are obtained. Furthermore, the organisation serves the community as the residents are viewed as family making it easier for the family members of PwID to volunteer (Pillay, 2019). Recreational activities such as fund raisers, volunteering events, Christmas parties, awards ceremonies and public holiday events (e.g. Valentine's Day Ball) allow for families, friends, community members and surrounding communities members to get involved in the organisation. Several PwID may reside at the organisation, thus further limiting their contact with the outside community therefore inviting community members into the organisation allows for further social interactions and networking.

2.13. THEORIES AND MODELS UNDERPINNING DISABILITY

It is important to understand the theories and models which play a role in the lives of PwD. There are numerous theories and models however this report will expand on those that are most relevant to the research study. The ecological/ecosystems theory seeks to understand individuals in their environment which is the case with PwID being employed among fully functioning individuals. Furthermore, models such as the religious/charitable/social welfare model, social model, medical model and biopsychosocial model.

2.13.1. Ecological/Ecosystems theory

According to Dippenaar and Kotze (2005, p. 2), when "studying people with disabilities within an environment created for fully functioning individuals, the ecological theory should be taken into account as it assumes that there are multidirectional interconnections between individuals and their environment". The ecological approach is used as a conceptual tool for occupational social workers. First it looks at the individual's personal problems (Du Plessis, 2008). Are there problems arising from the nature of the work process and/or the organisation which the work environment is seen as the initiator of an issue? This theoretical framework is suitable for the research study because the study is looking at the individual's personals

problems in relation to the workplace, what is the nature between the employee and employer/colleagues, and the pertains to the individual's experience in an environment alien to his own. Similarly, the ecosystems theory provides researchers with a framework which entails the understanding of individual and environment as essential for holistically understanding the lives of individuals (Mattaini, 2008). Therefore, it is recognised as the best framework to be used in the research study as the researcher is looking to understand the participants within their working environments.

2.13.2. Social model

The social model of disability perceives PwD "not as individual victims of tragedy, but as collective victims of an uncaring oppressive society" (Chitereka, 2010, p. 2). According to the academic Oliver (1990), this model proposed that negative attitudes, systematic barriers and social exclusion purposely or involuntarily are the factors defining whether one is labelled 'disabled' or 'abled' within society. This model is aligned with the rights-based approach to development. The main criticism of this model is that if taken to the extreme, it suggests that disability would then be eradicated if society was changed in the appropriate ways (Shakespeare, 2006). Furthermore, Shakespeare (2006) views this model as damaging as he argues that it does not take into account individuals with disabilities who are solely dependent on medication, such as those who are cognitively challenged. He believes that the way forward is a combination of both models by drawing on the best points from each.

2.13.3. Biopsychosocial model

The biopsychosocial model incorporated elements of the medical and social model; it extends to include the body, the environment and culture as well (Santrock, 2007). Santrock (2007) goes on to state that it incorporates biological factors, psychological factors and social factors. The model is based on social cognitive theory as it implies that treatment is a process which requires the health care team to address the above three factors influencing the patient's functioning (Engel, 1980). Therefore, it may be recognised as the best model between the two models as it encompasses a more holistic view on participants within their personal, social and working environments.

2.14. CONCLUSION

This chapter has focused on the statistics of PwD. It has emphasised the fact that these individuals have an intellectual disability and they are joining the economy by working among fully functioning individuals. It is interesting to note the drastic increase of persons with intellectual/cognitive challenges over the past years in South Africa (Statistics South Africa, 2014). Furthermore, four out of every 100 citizens are affected by some level of intellectual impairment, indicating the importance of taking care of one's mental health.

It is imperative to know the stereotypes and myths held about PwID as to guide the change to individuals perspectives and assumptions. PwID may find it difficult to adjust to different working environments due to the stigma placed upon them by those around them, being it passively or assertively. Several legislation and policies were reviews and if they are correctly administered with the supervision of skilled personal, they will serve PwD however, in some cases, they may lead to more harm being done. Pillay (2019) states that these policies do not adequately protect the needs of PwID in South Africa as there are several shortfalls with regards to service delivery and reaching all in need. However the South African Disability Grant has come a long way in assisting this population in need, even though it has not touched all who are in need, it has made a significant different in the lives of those who have received it.

It highlighted SADA which compromises of 17 mental health societies and numerous member organisations especially SAFMH as it is related to the organisation in the study. Additionally discussing the Life Healthcare Esidimeni tragedy where approximately 1300 patients were moved to the care of their relatives, non-governmental organizations (NGOs) and various hospitals (Maklouba, 2017), which resulted in the deaths of approximately 143 PwID or requiring psychiatric assistance (Bornman, 2017). This was a learning curve for policy makers and legislature to highlight the shortfalls and negligence to provide amical solutions to assure that this tragedy does not occur again. Sports and recreational activities are crucial in the development and overall health and wellness of PwID which Dhimmar (2019) states that there is an abundance of literature exploring the positive effects of exercise domestically and internationally. The integration of PwID into the workplace is of great importance as not all workplaces are suitable however, they should be paired with their experiences, skills and knowledge. Furthermore, they should be trusted and responsible enough to speak up when there is an issue. Finally, this chapter ended off with multiple

models and a theory. The ecological/ecosystems theory, the social and ecological models, and ecosystems framework are necessary for this research to better understand PwID within their working environments while acknowledging the participants biological and psychological factors.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

The research was conducted at The Hamlet Foundation for Persons with Intellectual and/or Physical Disabilities in Rewlatch, Johannesburg South. The Hamlet has a Workshop that caters for approximately 200 PwID (Hamlet, 2015), however there are also residential homes on the property. There is a Stimulation Centre that caters for approximately 15 persons with severe ID. From these residential homes, a number of residents have the opportunity to work outside of The Hamlet, among fully-capable persons and this is target group of the study. The property includes a functioning vegetable garden which produces fresh vegetables.

The Hamlet functions primarily on external funding such as the National Lottery Distribution Trust Fund (NLDTF), Department of Social Development (DSD), funds accumulated at charity events and fund raisers, donations received from community members and surrounding communities, the income from contracted companies such as Dischem and Vodacom, and PwID received the disability grant which is supervised by The Hamlet.

The Hamlet Workshop caters for approximately 200 PwID, the majority of employees working here do not reside on the property. The working day begins at 08:00am and ends at 16:30pm with the inclusion of two tea breaks lasting 10 minutes and a 30 minute lunch break. Employees either bring their own lunch or are catered for by The Hamlet Kitchen, this is paid for by their parents/care givers. Residents working at the workshop are catered for by the kitchen. The Hamlet Kitchen relies on donations from grocery stores and members of the community. Employees working in the workshop are supervised by assistant supervisors who are also employees but provided with an opportunity of leadership and responsibility bestowed upon then by the workshop supervisors and managers who are not PwIDs. Employees are at least 18 years of age, having completed formal education or 21 years of age with some form of education. There is no age limit as to when the employee should stop attending the workshop (Hamlet, 2015). Employees receive a ‘salary’ from The Hamlet on a weekly basis but this is provided by the parents/care givers to The Hamlet from the disability grant so that the employees have a positive contribution. The workshop serves as a training and capacitation centre as employees assemble or package items for companies.

The aim of this chapter is to provide an overview of The Hamlet and a detailed account of the methodology that was used in this research project. It began by providing the main research question, three main aims of the research study and seven research objectives. It went on to discuss the research approach, research design, sampling, instruments to be used, and data analyses. Finally, this chapter discussed the ethical procedures that were followed which include anonymity and privacy, confidentiality, informed consent, avoidance of harm/ non-maleficence, coercion and perverse incentive/ voluntary participation. The limitations of the study took into account in relation to the qualitative research method. This chapter allows for a full understanding of how this particular research was conducted.

3.2. RESEARCH QUESTION

What are the workplace experiences of persons with intellectual disabilities in Johannesburg, from The Hamlet Foundation?

3.3. MAIN AIM OF THE STUDY

The aim of the research is to understand and document the workplace experiences of persons with disabilities with mild to moderate intellectual disabilities from The Hamlet Foundation, how they cope and adjust within the workforce among able bodied individuals, and what may be some of the restrictions or contributing factors to function at their potential within the workforce.

3.4. OBJECTIVES OF THE STUDY

- To document the nature of work the participants are involved in.
- To explore the form of training and experience they have for this work.
- To identify the systemic limitation they are confronting in carrying out their duties.
- To determine the contributing factors that assists in carrying out their duties.
- To explore their working relationship with people in the workplace.
- To ascertain the participant’s awareness of their rights in the workplace in terms of the labour laws.
- To identify the workplace measures in place to reasonably accommodate the nature of their disability.

3.5. RESEARCH APPROACH AND DESIGN

The research study used a qualitative research approach. According to Locke et al. (1987), qualitative research intends on understanding a particular social situation, interaction or event. A qualitative approach allows for the researcher to take the stance of an interpretivist, thus able to gain the perspectives and experiences of the participants. This is an important part of the research study as the researcher is able to gain this information. The primary goal of qualitative research is in-depth descriptions and understanding human behaviour. It is process rather than outcome focused, thus open ended questions will be asked. A qualitative method allows for the use of a semi-structured interview which utilises several open-ended questions, it allowed the funnelling of questions from the broad to the narrow, and it avoids sensitive, leading and ambiguous questions (Creswell, 2014). The study utilised a few participants, as oppose to quantitative where the participant population needs to be large in order to generalise. For the study, it aimed to gain in-depth experiences of persons with intellectual/learning disabilities within the workplace among fully functioning people, therefore the use of a qualitative method is the correct method used for this study as the researcher is able to create rapport with participants and observe participants non-verbal communication in order to probe for further elaboration.

The research design used is a case study. According to Bromley (1990, p. 302), a case study may be defined as a "systematic inquiry into an event or set of related events which aims to describe and explain the phenomenon of interest". Furthermore, the data will come largely from documentation, archival records, interviews, direct observations, participant observation and physical artefacts (Yin, 1994). According to Punch (2013), there are four characteristics of a case study, namely the case is a bounded system, the case is a case of something and we need to determine what the case is and what is the unit of analysis, there is an explicit attempt to preserve the wholeness, unity and integrity of the case, and multiple sources of data and multiple data collection methods are likely to be used.

This study aimed to contextualise and not to generalise as the sample size is small. A case study is appropriate to the study as the study sought to discover the feelings and coping mechanisms of PwD at a given point in time. Thus the strengths of a case study allows for the researcher to capture the experiences and feelings of individuals at a specific point in time as oppose to over a course of events. Case studies permit a lot of description to be gathers that would not generally be easily attained by other research designs. The data obtained is

normally a lot richer and of greater depth than can be found through other experimental designs. The researcher will take the approach that departs from the insider's perspective which is also known as emic (Creswell, 2014).

Furthermore, anecdotal evidence was presented as the researcher visited the research site on multiple occasions. Anecdotal evidence relies mainly or entirely on the researchers testimony (Goodwin & Goodwin, 2016), therefore making the evidence difficult to validate. Initially the researcher visited the site to obtain permission in order to conduct the study. During these visits, the researcher was taken on tours, invited to attend and participate in individual and group activities at and outside of The Hamlet as well as several other interactions throughout the duration of the study. It is important to understand that the evidence presented is from the researchers experience and perspectives which may differ from that of another.

3.6. RESEARCH SAMPLING

There are approximately 300 persons with intellectually disabilities at The Hamlet Foundation for Persons with Disabilities. They have a residential centre for 54-60 intellectually disabled adults and a secure workhouse for approximately 200 PwID (Hamlet, 2015). In addition to an intellectual disability, some individuals may have physical disabilities. From these employees, there are a few of them who are employed by external companies, however they are under the supervision of The Hamlet, healthcare workers/givers and the workshop manager. These individuals are termed "higher functioning adults" as they are capable of taking care of themselves (with the supervision of a healthcare worker), intellectually more functional and in less need of being constantly supervised by the health care workers while in the residence. Thus face-to-face interviewing were done with eight participants from this group or employees. The study aimed at interviewing 12 – 15 participants, both males and females of different racial categories and ethnicity, based on availability. However only eight participants consented to participate in the study while the remainder employees did not consent for various reasons.

Non-probability sampling was used as the study is specifically targeting adults with intellectual disability. Within non-probability sampling, the study utilised purposive sampling whereby participants are selected on the basis of the researcher's judgment about which ones will be most useful or representative to the study (Babbie & Mouton, 2001). These eight participants were not randomly selected as they had to have worked at The Hamlet Workshop

prior to working outside of The Hamlet among fully-abled/functioning persons in the workplace. Participants were recruited with the assistance of a social worker employed by the Foundation. In addition, an auxiliary social worker assisted in gathering participants as many of them are employed far away. Open-ended questions were asked in order to gain in-depth answers. The study aimed to include a variety of ethnic groups as well as socio-economic status of the individual.

3.7. RESEARCH INSTRUMENTATION

This study utilised one main research tool which is a semi-structured interview schedule created by the researcher in order to explore the eight participant's subjective experiences of working among able bodied individuals. In addition, open-ended questions was utilised to obtain detailed subjective information and it will provided an opportunity to use skills such as probing and non-verbal communication (Brammer, 1973). Also, a tape-recorder was used so that the researcher may be able to go back and review the tapes when coding. The interview took approximately 45 minutes and was conducted at The Hamlet Foundation. Various environments was used as per the participants preference and convenience. This assisted in placing the participant in a less formal and stressful environment.

Additionally, one of the two female staff members from the workshop were invited to be present during the interview in order to reduce any stress/anxiety the participants might have. The two staff members have worked with the participants while they were employed at The Hamlet, thus it is assumed that a professional relationship was formed. The researcher introduced himself and explained appendices C, D and E, allowing the participant to ask any questions. The researcher designed the questions in order to make them simple and understandable to the participants. The research tool was overseen by the researcher's supervisor who approved it as well as the social worker and care worker/giver from The Hamlet. It originated from eight questions, and was then split into two sections in order to gather more information. A semi-structured interview schedule was chosen so that there may be open-ended questions as to allow the flow of the conversation to expand as to gather in-depth feelings and experiences from the participants. A qualified social worker from The Hamlet assisted in creating and approving the semi-structured interview schedule as well.

3.8. METHODS OF DATA COLLECTION

The data collection method used in this study were interviews. According to Creswell (2009), interviews are held in private locations which often allows for rapport between the participant and researcher. This increases the possibility that participant will be more open towards answering questions posed. Participants will either give consent or not to the use of a tape-recorder which will be used simultaneously while the researcher is taking down notes. This allows for greater reliability and validity of the information gained (Leedy & Ormond, 2005). Before the interview may begin, the participant will be made aware of the terms privacy, confidentiality and anonymity which aims to gain richer information with more honest answers as some of the questions may be sensitive to the participant (Leedy & Ormond, 2005).

3.8.1. Semi-structured interview schedules

Firstly, a semi-structured face-to-face interview schedule was used in order to explore the eight participant's subjective experiences of working among fully functioning people. Interviews usually take place in private areas with no additional parties. This allows for rapport to be created between the researcher and participant (Creswell, 2003). This allowed the participant to feel safe and secure in order to be more accepting to the questions, and increases the chances of participation and honesty.

In addition, open-ended questions were utilised to obtain detailed subjective information and it provided an opportunity to use skills such as probing and non-verbal communication while the participant answers questions (Brammer, 1973). Also, a tape-recorder was used so that the researcher may be able to revert back and review the tapes when coding for more authentic and accurate accounts during the interviewing session.

3.9. DATA ANALYSIS

The data gathered for the research was analysed using the technique of thematic analysis. According to Braun and Clarke (2006, p.79), "thematic analysis is a method for identifying, analysing, and reporting patterns (themes) within data. It minimally organises and describes your data set in (rich) data. However, it also often goes further than this, and interprets various aspects of the research topic". Braun and Clarke (2006) provides a step-by-step guide for thematically analysing the data, which include six steps. According to Neuman (2000),

these six steps are the familiarisation with data, generating initial codes, combination of different codes, comparison of themes, definition of each theme, and compilation of data.

The first phase involved the familiarisation of the data collected. This stage ensures that the researcher is well acquainted with the data collected in order relate to and identify the themes most prevalent (Neuman, 2000). This can only be done with a close analysis of the data collected and paying special attention to the patterns that emerge; this analysis is done several times. The second phase of analysis involved generating the initial codes by noting down where and how patterns occur. It is during this phase that a data reduction occurs and the raw data is processed (Neuman, 2000). The raw data is then labelled into parts as a way of creating categories for more efficient analysis. The codes were allocated meanings, so that the third phase may begin.

Within the third phase, the researcher then combined the different codes into themes that are overarching, and will then represent the data collected as accurately as possible. During this phase, all themes are defined and given meaning, including those that are not recognised as important to the research. Neuman (2000) states that it is also important to note the missing information in the analysis. The fourth phase allows for the comparison between the themes and the overarching theoretical perspective occurs. If there is some missing information, it will be recognized at this stage and it should be corrected by going back to the field of investigation to rectify this (Neuman, 2000).

The fifth phase involved defining what each theme means and what it entails. It also includes the different aspects of data captured and what is most interesting about the themes identified through the study. The sixth phase involves the compiling of the final report. It is important to decide which themes will make useful contributions to the existing body of knowledge and which themes are most useful to the study (Neuman, 2000). This important as the valuable contributions need to be accounted for, while accounting for those contributions which have not made a large impact on the study, which is in line with what the study has proclaimed to achieve.

The phases were followed and captured off the research report, the researcher obtained raw data from the interviews which had to be analysed and sorted into themes. Initially, there were more than 15 possible themes sited based on the questions asked. These codes were created in order to answer the research question, aim and objectives. The researcher then

combined themes and dropped themes that were not relevant to the research study. During the fourth phase, there was a gap as participants did not know their labour rights, hence the researcher engaged with staff and care givers to gain further insight as well as entered a participants workplace to further understand their insight into labour laws and policies. Each theme had to speak to the research question, aim and objectives. It was then expanded upon in order to be placed in this report.

3.10. ETHICAL CONSIDERATIONS

The ethical considerations are a vital aspect of research. Without them, there would be no protection for the participants and researcher. The following ethical values and principles were adhered to through the course of the study: anonymity and privacy, confidentiality, informed consent, avoidance of harm/ non-maleficence, coercion and perverse incentive/ voluntary participation, researcher competence and reliability and validity.

3.10.1. Anonymity and privacy

The participants were notified that they have the right to privacy, confidentiality and anonymity. Participants signed the consent forms which will protect them as well as the researcher. These forms are kept safely away unless requested upon by an examiner at the University. In addition, the researcher explained the concepts of privacy, confidentiality and anonymity to all participants (Breakwell et al., 2006). In this study, all participants remained anonymous when interviewed, even if the study is to be published, their names will not appear in the document. Pseudo-names were used for the participants to protect their identities. An example of this can be noted by the names participants had chosen during the interview such as Flash and Sylvia. These pseudo-names have no direct relation to the participants, this was confirmed prior to beginning the interview. Furthermore, participants were key informants in to their experiences and it was vital that the researcher understood participants level of education hence the question regarding name of the school. This information is limited as it does not provide the year the participant attended nor the full names of the participants and several PwID at The Hamlet had attended the same schools as the schools are in and surrounding Johannesburg.

3.10.2. Confidentiality

Confidentiality is an agreement between the researcher and the participant in relation to the sharing of the information provided. This agreement states that the information shared will not be shared publicly, but the access to this information will only be available to the researcher and his supervisor (Breakwell et al, 2006). In addition, to keep the information confidential, pseudo-names were allocated to participants. The main research work will be stored safely, all notes taken during the interviews will be burnt after use and tape recordings were burnt onto a CD, and kept by the researcher only (Breakwell et al, 2006). The participants signed the consent forms, thus the researcher and supervisor will be held responsible should any information be shared.

3.10.3. Informed consent

The researcher obtained the informed consent of the specific participants needed for the study (Leedy & Ormond, 2005). Participants were notified of their role in the study, as well as their responsibilities. Participants were made aware that they may leave the study without any harm being done. The researcher is skilled and qualified to conduct the study (Babbie, 2008). The researcher was sensitive to all participants, and aware of the non-verbal signs given off by the participant (Dainow & Bailey, 1988). All responses received during the interview process with remain confidential and only members of the research team will have access to the data collected. The day of the interview, participants were provided with the Participation Information Sheet (Appendix C) and the opportunity to ask any questions which were answered sincerely and truthfully by the researcher. The participant was also provided with the option of having a care worker/staff member present during the interview process. Thereafter, the Consent Form for the Participation in the Study (Appendix D) and Consent Form for the Audio-Taping of the Interview (Appendix E) were provided to the participants. During this process, the participant chose a pseudo-name suitable for the interview and the forms were signed and kept safely away. Participants were provided with a copy of Appendix C, D and E for safety precautions.

3.10.4. Avoidance of harm/ non-maleficence

Following on, the researcher tried by all means to protect the participant from any harm that may be caused during the duration of the study (Breakwell, et al., 2006). In this study, there were no foreseen harm that may be caused to the participants; however there is a contact

number in case the participants felt that they have an issue which needs to be resolved in relation to the study. In addition, the participant may call the researcher or the researcher's supervisor, on the contact details provided to them, if there is conflict. Participants were chosen on a voluntary basis, with no incentives or persuasion (Salkind, 2006).

3.10.5. Coercion and perverse incentive/voluntary participation

It is unethical behaviour when a researcher lures participants through the use of an incentive such as money or any form or benefit towards the client that may have otherwise not have resulted in the participant participating in the study (Rosnow & Rosenthal, 1996). Participants were aware that their participation in the study is voluntary and that they have not been coerced into participating. This was done through the telephonic calls made and informal meetings conducted by the researcher to possible participants prior to the interviews, with the guidance of the Participation Information Sheet (Appendix C). Participants were made aware of the fact that there was no incentive for participating in this study. Furthermore, participants signed the Consent Form for the Participation in the Study (Appendix D) and Consent Form for the Audio-Taping of the Interview (Appendix E), noting that the interview process was voluntary.

3.10.6. Researcher competence

It is important for the researcher to be competent in order to carry out the research study. Therefore, the researcher should be well equipped with the necessary skills and qualifications, in order to carry out the study (Babbie, 2008). The researcher conducted extensive research through reading broadly about intellectual disability and disabilities, and gained insight into the theories related to disability. Thus the researcher aspired to be sensitive towards participants and ask the appropriate and necessary questions.

3.10.7. Reliability and Validity

Trustworthiness in qualitative research is often questioned as their concepts of validity and reliability cannot be seen in the same way in naturalistic work (Shenton, 2004). This study was conducted by the researcher under the supervision of The Hamlet and a supervisor. The researcher carefully conducted the research study and made all decisions related to the study. The researcher kept record of the entire research process should there be a requirement to showcase the information (Shenton, 2004). The researcher has safely kept all data used for

this study in particular. The researcher will be able to refer to transcriptions and audio-tapes should any questions arise concerning the way the data has been presented. Furthermore, important documentation for this study such as the consent forms, information sheets, ethics clearance certification and interview questions are readily available.

3.11. LIMITATIONS OF THE STUDY

3.11.1. Research Design

The research design being used is a case study. Case studies can lack scientific rigour, thus providing little basis for generalisations of the results (Babbie, 2008). This study aims to contextualise and not to generalise due to a small sample size. A larger sample size could yield greater data for analysing. A limitation of a case study could also be noted as it allows for the researcher to capture the experiences and feelings of individuals at a specific point in time as oppose to over a course of events. Researcher bias is another limitation as the researchers subjective feelings may influence the research study (Babbie, 2008).

3.11.2. Research Tools

The main limitation of a qualitative semi-structured interview sheet as a tool was the consumption of time as the researcher had to make regular visits to the research site and set up times that were of convenience to both researcher and participant. Most of the time, the participants were engaged in other activities thus prolonging the interview process. Also there were fewer participants which meant there were less information collected (Leedy & Ormond, 2005). Another limitation is transcribing the voice recordings for analysis purposes. This was time consuming as each sentence had to be revisited a few times for validity and accuracy as some participants would mumble answers.

3.11.3. Sampling

Non-probability sampling was used as the study is specifically targeting adults with intellectual disabilities. Due to the nature of the participants, the researcher had to request the assistance of a social worker employed by The Hamlet to locate participants who fit the criteria. Initially the research study aimed at obtaining 13 participants however five participants were not willing to participate, creating a smaller sample size. Furthermore, not all ethnic groups were able to participate in the study due to individuals not willing to participate. There were more male participants which created a gender bias however yielded

much data. Due to the strict criteria required for the participants, the researcher could not replace the participants who did not want to participate.

3.11.4. Data Analysis

The limitation of the data analysis was that it was time consuming. As this research took on the methods of thematic analysis, the researcher used a semi-structured interview schedule which was aided with a voice recorder, as participants provided consent. Thus transcribing the voice recordings were lengthy but necessary (Creswell, 2014). Thereafter, the researcher had to organise the data into table form and pick up on all the common themes that speak to the research study. The researcher chose themes that he sought suitable while another may recognise different themes creating a bias.

3.11.5. Reliability and Validity

The research instrument was developed by the researcher. The interview schedule was assessed by his supervisor and a social worker at The Hamlet. Thus proving that the research instruments had content and face validity. In addition, this study took into consideration the consistency of the answers provided with different people and at different places (Anastasi & Urbina, 1997) which shows reliability. According to Creswell (2009) content validity refers to an instrument's ability to measure the content that it aims to measure. Face validity refers to whether an instrument appears to measure what it aims to be measuring.

In addition, participants were chosen using a specific criteria. They needed to be over the age of 18 and employed outside of The Hamlet or had been previously. This was achieved through the signing of the consent forms, however participants may have not been truthful when answering the questions. They may have answered what may have been socially acceptable due to the stigma placed upon them by fully functioning people.

3.11.6. Credibility

Beginning with credibility, the researcher needs to indicate that the study was conducted in a manner which ensured that the phenomena are accurately identified and described (Guba & Licoln, 1983). Firstly, the researcher read vast literature on the subject of intellectual disabilities globally and domestically. Thereafter, reading the population within the working environment in South Africa.

Next, the use of a cellular device was utilised in audio recording the interview between the participant and the researcher. This was then stored on the cellular device and kept confidential. The researcher then transcribed the audio recordings, as accurately as possible as he reviewed the same sentence multiple times. A literature review was conducted which sought out wider reading and research into theoretical frameworks. The limitations of this was that it was time consuming as transcription is a long process. In addition, the viewing of wider information guided the researcher's questions, which meant that the researcher was following a guideline close to what was needed, and did not seek further information until during the interview. The researcher attempted to answer the research question as simply as possible.

3.11.7. Confirmability

Confirmability is focused on whether the results of the research could be confirmed and places the evaluation on the data itself (Guba & Licoln, 1983). The process of thematic analysis of data collected confirms this. The limitation of this is that even though the researcher needs to be objective through the process, one can never fully be objective. There may be common and significant themes and correlations which will be given attention to such as the research question and objectives.

3.11.8. Transferability

Transferability refers to the demonstration of the applicability of one set of findings to another context (Guba & Licoln, 1983). The sample composed of persons at The Hamlet, thus it cannot be generalised to the entire South African population. The sampling techniques to gather information may not be a true and accurate depiction of the experiences of PwID in Johannesburg as a whole. In addition to this, because the research tools were developed by the researcher, they cannot be fully said to be the most accurate measurable tools of the intended phenomenon, possibly compromising the transferability of the results.

3.11.9. Dependability

Dependability is seen as the researcher attempting to account for changing conditions to the phenomenon chosen for research and for changes in the design created by an increasing refined understanding of the setting (Guba & Licoln, 1983). This may be noted whereby the researcher found it difficult to interview 13 participants due to external factors such as consent not being provided and unwillingness to participate. However the researcher went

proceeded to gather participants who fulfilled the criteria and accurately transcribed their experiences.

3.12. CONCLUSION

This chapter of the research report focused on how the research is to be carried out by going over the research approach, research design, sampling, instruments, data collection, and ethical considerations which include anonymity and privacy, confidentiality, informed Consent, non-maleficence, voluntary participation, researcher competence and reliability and validity. Finally, the limitations of the study are provided within sections. In order to give a full understanding of how this particular research will be conducted and how the researcher will go about each stage of the research study being carried out.

This chapter provided an outline of the methodology that was used in this research study. It gave a full description of the type of research method that was used as well as the tools that were used to gather information. It presented the method in which participants were obtained for the study and what criteria are used to obtain the sample. Lastly this chapter discussed the method of data analysis that was used in this study, through the technique of thematic analysis using six steps.

CHAPTER FOUR

PRESENTATION OF DATA AND DISCUSSION OF FINDINGS

4.1. INTRODUCTION

Literature has shown that there is a lack of evidence-based publications on persons with ID within South Africa which then makes it difficult to draw upon valid and reliable contextual sources (Adnams, 2010). The main findings for this research study aimed to answered the question of "*What are the workplace experiences of persons with intellectual disabilities in Johannesburg, from The Hamlet Foundation?*" In order to answer the research question, the experiences were showcased through the use of the following themes; (1) the number of years that participants have spent at The Hamlet and their working times, (2) nature of work the participants is involved in, (3) work experiences and prior trainings of participants, (4) workplace employee benefits or lack thereof, (5) participants relationships with their managers and, (6) work and home support networks. These themes are respectively presented below using thematic analysis. The following chapter provides in-depth discussions of the data collected. Within the themes are subthemes which further support the themes in answering the research question and research objectives.

According to Leedy and Ormond (2005), data analysis is an extensive process of inspecting the data, cleaning the data, transforming the data and finally modelling the data. Data analysis provides a structure in which one is able to draw out the findings from different sources; it acts as a filter whereby one is able to acquire meaningful insights into the data. It proves to be a crucial process as it provides a meaningful base to critical decisions (Creswell, 2014). Thus the main aim of this chapter is to investigate the findings of the research study that was conducted.

The data was analysed by arranging the material relevant to the initial aims, objectives and research questions. The data which relates to the main themes of the research will be demonstrated through the use of pictorial representations such as charts and tables which pertains to the use of categorical levels, while quotes and references to and from interviews and questionnaires will be formulated as additional substantiation. The following dialogue aims to provide the findings of the research study that focuses on the theory and objectives of the study.

Furthermore, anecdotal evidence was presented as the researcher visited the research site on multiple occasions. Anecdotal evidence relies mainly or entirely on the researchers testimony (Goodwin & Goodwin, 2016), therefore making the evidence difficult to validate however it is relevant. The initial visit to the site was to obtain permission in order to conduct the study but then additional visits were done in order for the researcher to familiarise himself with the environment and plan the research study. During these visits, the researcher was taken on tours, invited to attend and participate in individual and group activities at The Hamlet and outside of The Hamlet as well as several other interactions throughout the duration of the study. It is important to understand that the evidence presented is from the researchers experience and perspectives which may differ from that of another researcher.

The researcher began by approaching The Hamlet and gaining consent to conduct the study (Appendix B), thereafter the researcher commenced with meeting potential participants informally prior to the interview. The Participation Information Sheet (Appendix C), was introduced to potential participants. There were 13 Adults (8 males and 5 females), at the time who either works or had worked outside of The Hamlet Foundation, a 61½ % response rate was received, hence eight participants agreed to the participate in the study.

The day of the interview, the participant chose a familiar and tranquil space, and was provided with the Participation Information Sheet (Appendix C) once again, this was either read by the participant or read to by the researcher for clarity. The participant was provided with an opportunity to ask any questions which were answered sincerely and truthfully. The participant was also provided with the option of having a care worker present during the interview process however all participants declined this.

Thereafter, the Consent Form for the Participation in the Study (Appendix D) and Consent Form for the Audio-Taping of the Interview (Appendix E) were provided to the participant. During this process, the participant chose a pseudo-name suitable for the interview and the forms were signed. Once signed and dated by both participant and researcher, it was kept safely away and the interview process could begin. Participants were provided with a copy of Appendix C, D and E for safety precautions. The Semi-Structured Interview schedule (Appendix F) was utilised during the interview.

4.2. PROFILE OF PARTICIPANTS

The Hamlet Foundation capacitates approximately 300 PwID on a daily basis (Hamlet, 2015). From these persons, the study aimed to seek out participants who were living at The Hamlet and working outside of The Hamlet Workshop. There were eight participants who participated in the overall research study (N=8). Their demographic information is represented by table 1.

Table 1: Demographic and biographical profile of research participants (N=8)

Demographic Factor	**Sub- Category**	**Number of participants**
Gender of participants	Male Female	6 2
Age of participants	21 - 30 31 - 40 41 – 50 50+	2 1 5 0
Race of Participants	Black Coloured Indian White Other	3 1 0 4 0

Type of Disabilities	ADHD Autism Dyslexia	4 2 2
Level of Education	No formal education High School Further studies	1 5 2

Through the demographic and biographical questions posed, the following were answered in Table 1. It is noted that from the eight participants, there are more males (75%) than females (25%) who work outside of The Hamlet Workshop. Statistics South Africa (2014) reveals that there are more females (8.3%) than males (6.5%) with disabilities however, it is understood that the prevalence of disability increases the older an individual grows as 53.2% of people ages 85 and older reported having a disability.

In understanding of this prevalence, it is noted that none of the participants are older than the age of 50 years old. The most prominent age group of participants were between 41 – 50 (62½ %). Additionally, the most prominent racial category working outside of The Hamlet are White participants with Black participants being second. This is also true for all 13 adults working outside of The Hamlet. According to Statistics South Africa (2014), The White population group had the highest percentages of employed individuals, while the Black African population group had the lowest percentages which is a similarity in the PwID community. None of the participants showed signs of a physical disability of sensory disability.

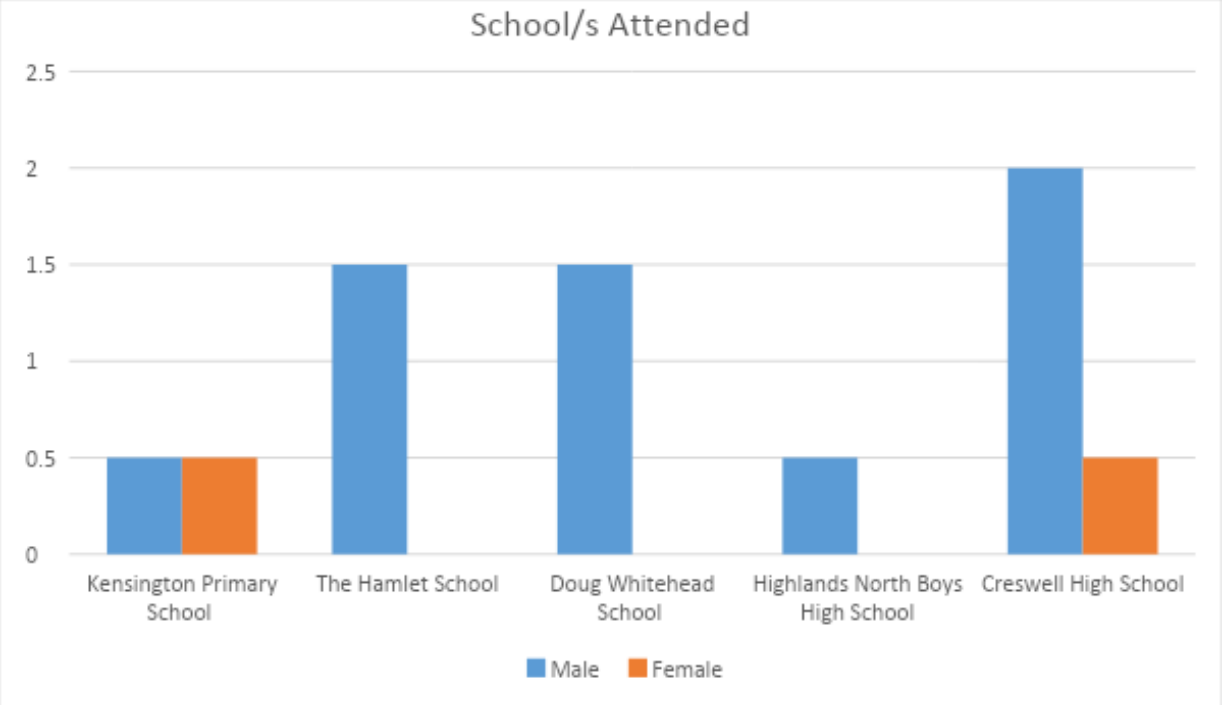
The majority of participants had ADHD (50%), one female and three males. One male and one female had Autism (25%) and two males had Dyslexia (25%). This indicated a good range of PwID with mild to moderate severity. Participants with Autism tend to require further supervision and guidance appose to participants with ADHD and Dyslexia. A female participant with ADHD and male participant with Dyslexia had further studies. While the remaining participants had completed high school indicating a higher level of understanding

and mental capacity to those working in The Hamlet Workshop. One female participant did indicate having no formal education. Information regarding participants specific developmental disabilities were provided by the social worker and auxiliary social worker in conjunction with informal discussions with participants either before or after the interview.

4.2.1. School/s attended by participants

It was assumed that all participants attended school, however this was not the case. Out of all the participants (N=8), Thandazi did not attend school or receive any formal education, "*was not in the school. Was in Takalani [at home], with my mother and my aunties."* (Interview with Thandazi, 2017). Once the participant turned 18 years old, she was introduced to The Hamlet. Due to the absence of education, this participant lacked fluid communication skills thus making it difficult to obtain the information required for the research study during the interview process. According to Hanass-Hancock (2009), the African cosmology sometimes regards disability as a curse from God, a lack of protection from ancestors, or exposure to sacramental pollution which then makes it difficult for the PwID to associate within the community. However the other participants were able to understand and answer the majority of the questions posed. A study conducted in 2001 as part of the national census survey illustrates the prevalence of intellectual disability was 0.5% (Statistics South Africa, 2005). From this population sample only 30% had any formal education. This is an indication that there is a small population of PwID within South Africa which might result in them being neglected to some extent.

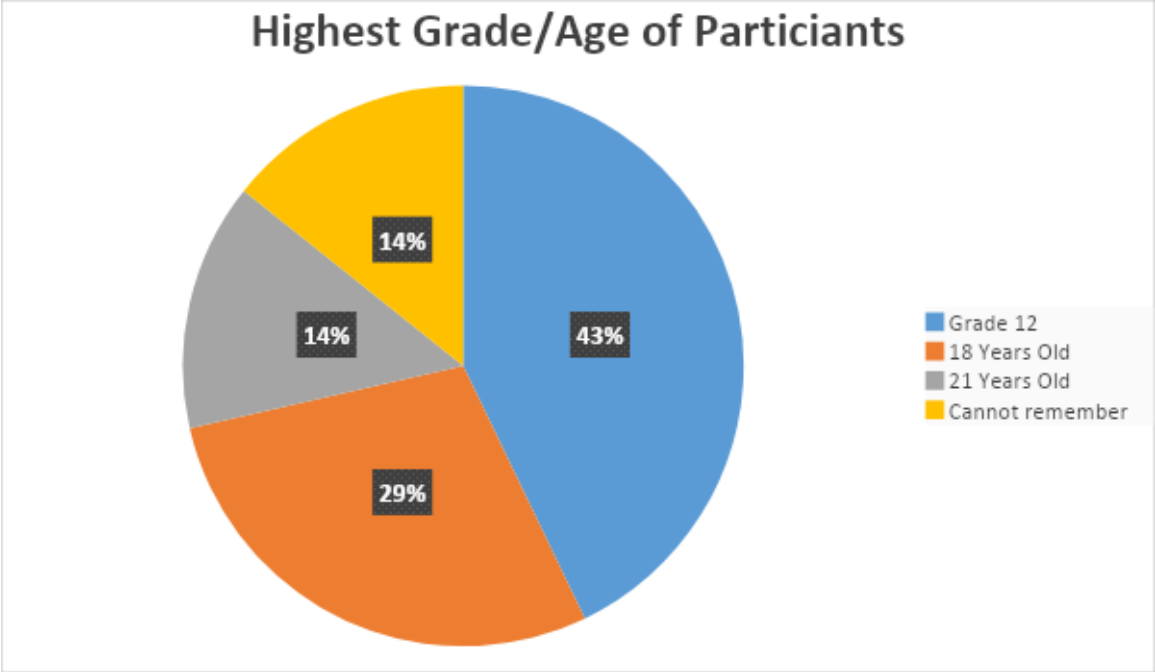
The below Graph illustrates the schools attended by the remaining seven participants (six males and one female). It was common for participants to have changed schools; either due to moving from Primary School to High School or across High Schools. It is understood that some schools provided education from the primary level through to secondary such as The Hamlet School and Dough Whitehead School while other schools such as Kensington Primary School did not. Education forms an important part of one's life for various reasons such as building communication, social and numerical skills. It is important to understand that these schools served the crucial needs of the participants to allow them to develop and influence society. The intervals indicate a change from one school to another for example, the female participant did not attend one school but attended two schools.



Graph 1: School/s attended by participants (N=7)

4.2.2. Highest grade and/or age of participants when completed school

From the seven participants that attended primary and secondary education, it was understood that a few of them had difficulty answering the question of their highest grade completed. Indicating the conceptual domain of memory, being affected as a result of completing school many years ago. Hence the researcher adjusted the question and inquired as to the age the participant completed school if unable to answer the highest grade completed. Therefore the question answered was divided into two categories; the age the participant competed school or highest grade completed. The following data is represented in the pie chart below:



Graph 2: Highest grade/age of participants (N=7)

It is understood that three participants completed grade 12 (blue), two participants completed school at the age of 18 (orange), one participant completed school at the age of 21 (grey) and one participant could not remember the age or grade of completion (yellow). The researcher was able to access information from the Hamlet indicating that the above participants had completed at least grade 10 (standard 8).

4.3. NUMBER OF YEARS SPENT AT THE HAMLET AND WORKING TIMES

Literature shows that PwID experience difficulties living with their families. These difficulties include them not feeling as though they are understood by their family members, they also sometimes feel as if they are not connected to their families (Mattock et al., 2020). One of the contributing reasons to why PwD are treated differently within families may be due to the stereotypes and myths that people have (Standen & Brown, 2005). PwID are synonymous with needing help and social support constantly which makes completing individual tasks difficult due to the unwanted assistance from abled-bodied people (Morgan et al., 2008). This then makes their environment as well as those they come into contact with a stressful endeavour. Thus PwD experience negative attitudes against them. These challenges were also apparent in the findings of this study. Participants of this study all lived

at The Hamlet Foundation; they came here for different reasons, including them not being able to live at their parent's homes because they did not have a healthy relationship with their family members, as reported by Captain America (Captain) below:

> *I stay at the Hamlet. I stayed at my step mom and dad in Brixton. Things didn't go very well. My step mother treated me not good… I told my father; please bring me to the Hamlet. I don't want to live there anymore because she is a what, what. Then I came here when I was 21 years old* (Interview with Captain, 2017).]

Captain who is now 45 years old, came to The Hamlet when he was 21 years old. He has been living at The Hamlet for an average of 24 years consecutively. Most participants lived this long at The Hamlet. For example, Sylvia was staying in The Hamlet since approximately 27 years ago before the day of the interview, as she estimated:

> *I have been here since nineteen-ninety (1990), so that's twenty…six (26) or twenty-seven (27) years* (Interview with Sylvia, 2017).

The lengthy staying independently at The Hamlet gave the participants the autonomy that PwID need (Carey, 2021; Mill et al., 2010). Standen and Brown (2005) shares that PwD are to be handled with sensitivity, however they should be allowed to learn and develop within a productive environment which is what The Hamlet provides. Therefore, the Hamlet provided space where participants are appreciated and can feel more at home than when they were living with their own families. Some participants such as Flash, demonstrated his length of the time he spent at the Hamlet by explaining the different jobs he has changed while living here. Being a day worker refer to working at The Hamlet Workshop on the property. He reported:

> *I live by the hostel, I've been staying here since I was a, a day worker* (Interview with Flash, 2017).

This is an indication that he has been residing at The Hamlet between the age of 18 to 21 years of age. At The Hamlet, participants live comfortably and are provided with enough space for their privacy and the building of a social network that is supportive to their needs. This is an indication supported the findings by Iriarte et al. (2020) who demonstrate that when PwID get their own personalised accommodation, it benefits them as they will be managing their own lives their own ways. This was also beneficial to their family members

(Iriarte et al., 2020), as they have reassurance that the individual is in a thriving environment. Among the participants, Andre reported that he had his own room:

> *I live in the Hamlet. I do have my own room, cause um, I'm higher functioning. I find it ah, comfortable.* (Interview with Andre, 2017).

While PwID are occasionally viewed as unique and given special treatment in other studies (Itasari, 2020; Tinta et al., 2020), in this study the findings demonstrated that people with ID were given similar treatment as anyone else. They had their own accommodation, which gave them autonomy and a sense of responsibility. Furthermore, they went to work just like any other people; their working hours were the same as the majority of people working in South Africa. These experiences of participants are recommended towards the inclusion of PwD in post-Apartheid South Africa (Petersen, 2021). Most participants also reported to be starting work around 8:00am, at their different employers. This was convenient for them, as they left home at about 7:00am to travel to work. Andre reported below:

> *We leave the Hamlet at half past seven (07:30am)* (Interview with Andre, 2017).

Captain supported the reporting by Andre, as he said below:

> *We start work at 8:00am. So, we leave the Hamlet at about 7:00am. It depends, maybe 7:15am* (Interview with Captain, 2017).

Most of the participants finished their work at around 4:30pm and got back home at around 5:00pm:

> *We finish work at half past four (16:30pm). Then I get back to Hamlet at about 5:00pm or just after that* (Interview with Captain, 2017).

For some participants, these working hours were problematic considering that their work required them to be standing for the most of the working day. However, this seemed to be an experience that many other workers face in South Africa, therefore, the participants were in the same loop of inclusion to the economic activities in the country (Petersen, 2021; Trani et al., 2020), although they did not seem to notice. As Barbarian reported below:

> *I wake up about six (06:00am), have a shower and then leave about seven (7:00am) … it's too early man, it's like half-past seven (07:30am), and standing up all day.*

> *Sometimes we stand there from 6:00am in the morning until home time* (Interview with Barbarian, 2017).

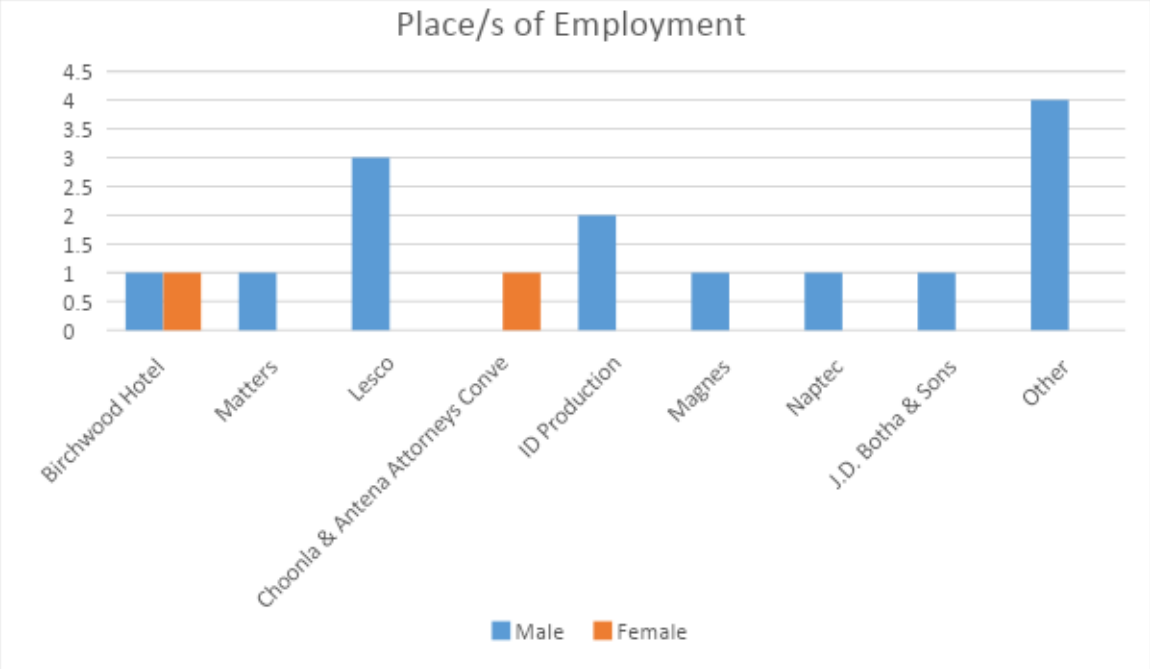
Barbarian added how the time standing would be extended if they had to work overtime, reporting that it could mean standing the entire night after they started work at 6:00am:

> *Then when there's overtime, then it's a different story, all night apparently* (Interview with Barbarian, 2017).

However it is important to note that overtime worked is not compulsory but an additional benefit which only some workplaces offer to employees based on meeting set targets and strenuous deadlines. Similarly to many other employees in the country, PwID are taxed on overtime worked thus contributing to the economy. It is important to note that from the total number of 300 PwID at The Hamlet, only a selected few make a larger contribution to the economy after much examination and nurture. The White Paper emphasises the importance of PwD enjoying equal rights and responsibilities, and a good quality of life (Ross & Deverell, 2010). Which is obtained by working outside of The Hamlet as participants are able to work among fully abled persons and gain experience while living at The Hamlet by which, participants have alluded to it being a good quality of life.

4.4. WORK EXPERIENCE AND PRIOR TRAINING

The participants reported their work experience in various ways. All participants started off working at The Hamlet Workshop prior to the workshop manager or social worker recognizing their potential and providing them with an opportunity to work outside of The Hamlet. Based on what that Some demonstrated to have worked different jobs over time and had been working for many years. For example, Thandazi reported to had worked for about 7 years in the same position, by the time of the interview, *"I start two-thousand-ten (2010)"* (Interview with Thandazi, 2017). Participants reported that they had moved between jobs to demonstrate their work abilities and demands that were respected as enshrined in the Constitution of the Republic of South Africa's human rights and the International Labour Organisation (Constitution of the Republic of South Africa [1996] as amended; ILO, 1996), that everyone has a right to work.



Graph 3: Place/s of Employment (n=15)

Graph 3 illustrates the numerous corporations participants gained experience from. Across all companies, participants are involved in physical work mainly. Some participants worked at multiple companies while others have been stationed at one company in the same role for many years. A prime example is provided by Bongo who worked at 6 different companies before coming back to The Hamlet Workshop as a supervisor:

> *I have worked before in the um, what you call, mxm (sound), engineer in Brakpan at Magnes, at Lesco, at Birchwood Hotel, a printer company, maintenance work, Maters and M.G.M.G* (Interview with Flash, 2017).

It was unclear as to the reason the participant had worked at so many companies but it was evident that some of them were part time jobs while others were permanent positions. Some of the facilities were able to reasonably accommodate the employee however some facilities created more harm. Furthermore, some participants had risky work environments that exposed their health to danger. However, they managed to ensure that their experiences were safe, and their work yielded profitable health. This was further evidence of the resilience of the PwID, to protect their work and rights and also, it was evidence that employees do respect the PwID rights and needs (Scheffers et al., 2020). Flash reported to have had a hazardous work experience and had to complain that his health was at jeopardy:

> *I was, there were too many fork lifts… then, I started to get sick. Then I told the driver to come fetch me because I wasn't feeling well, then they brought me back here, I went to stimulation* (Interview with Flash, 2017).

This is evidence that some participants were not placed in a secure environment which resulted in a limitation in carrying out his duties. As demonstrated in previous studies, poor working environments may result in poorer health for people with ID (Milner et al., 2019; Shaw et al., 2020). This was evident in this study; Flash, went on to demonstrate that he had to be hospitalised and recovered from the health threat he had experienced because of his work:

> *They asked me why am I here. I said I wasn't feeling so lekker (healthy), then the doctor gave me some medicine to have so I can feel well. Then, after that, I was ok and then, I went back to Maters* (Interview with Flash, 2017).

Although it would be assumed that because of their intellectual disabilities, the participants may have not been doing complex work (Bonaccio et al., 2020; Kalargyrou et al., 2020), however the participants of this study reported otherwise. They reported to be doing work that required their intellect and not simply physical work, due to its complexity. Participants such as Sylvia reported to have been working as a receptionist in answering calls and engaging in sorting out fillings, which she mentioned that it required her to have very good memory because the filing duties were complex:

> *My job description is answering telephones and pulling out files… there's one, two, four different kind of files… you have got to have a good memory and also, you got to, also know the, know the file for the clients* (Interview with Sylvia, 2017).

Sylvia works for an attorneys conveyance company due to her higher level of functioning. Previously she worked as the receptionist at The Hamlet, due to her outstanding performance, she was selected to join the new company. They had provided her with all the equipment required for her to do the job she was employed to do. Below, Flash also reported the work that he did was difficult for him because it also required him to communicate and have good memory of the electricity plugs that he was assembling at work. He reported:

> *Lesco electrical plugs. We had to do about a thousand of them in a day. We were making sure the company was running smoothly, no problems, we had people coming over* (Interview with Flash, 2017).

Furthermore, Captain reported below that he was working on electrical fences after he had been upgraded from packing picture boxes; the work that did not demand much of his mental engagement. He reported below:

> *I used to be packing picture boxes and stuff like that. But now I was moved, I do bobbins. Those little black things that you screw on the electricity fences. You know, on those poles on the wall* (Interview with Captain, 2017).

Another participant also reported to had been working on these bobbins and electric fences, as Andre added below:

> *…we um, make electric um, fences… those poles with the bobbins on them… I drill screws in the bobbins, so on* (Interview with Andre, 2017).

Prior to screwing in the bobbins, the participants are required to use a power drill to make a hole in the metal square or round tube. Bongo also reported that he was working on the cars as an engineer. That is changing some pipes on the cars as required. This also required some intellect to know which pipe to change and why, as he reported:

> *I have worked before on cars as an engineer. We used to change those pipes that connects to the car engine* (Interview with Bongo, 2017).

Bongo was referring to the exhaust pipe that connects through the manifold to the engine. It is understood that Bongo did mechanical work, thus having to utilise tools. Barbarian also reported to had been working to install electricity fencing, which needed him to know electrical work so that he was safe and able to do the work as required:

> *I done Naptec, electric fencing. I worked in there for Lesco, we make extension cords, when they bring it, we make plugs, ah wall plugs. Putting on plugs on irons* (Interview with Barbarian, 2017).

Almost all the participants had done work that was complex and required their intellectual involvement no matter how physical the work entailed, as Superman also added that he was

doing light boxes, which he demonstrated his knowledge about as he explained during the interview:

> *We do light boxes; a light box is like when you in the dark and you automatically see the sign* (Interview with Superman, 2017).

It is evident that the participants have a great deal of expertise in specific fields and as they spent more time in a role, were presented with more opportunities if willing to take on the responsibilities. Furthermore, participants came across as motivated and hardworking, willing to go the extra mile in order to benefit the company.

4.4.1. Work dedication and commitment

PwID have been identified in other studies as facing challenges with being returned at work because they are considered less dedicated to their allocated duties (Rashid et al., 2017). However, few findings from previous research (Beyer & Beyer, 2017) and from this study challenge the previous research's findings, they show that participants were highly dedicated to their work. Participants of this study demonstrated that they were highly dedicated and committed to their work. This allowed them to continue working and invest most of their time to it. As Flash demonstrated below with continued mention that they ensured that the job was done properly:

> *…we put it in a box, and then we seal, we close it. We put it on a pallet and make sure every single job must be done… when the guy, when the ah, when the company guys come, they come with their transport. We make sure that the job is done.* (Interview with Flash, 2017).

The below figure is an indication of the participants work ethic.

Figure 2: Boxes neatly packed on a pallet, sealed and ready for transporting. Source: Researchers camera

Participants also reported to had been enjoying their work, and quiet fond of it, in addition to that it was his living. This maintained their continued work and ensuring that they gave the work all the possible efforts they had to produce the best quality of the outputs of work they could. Barbarian reported below:

> *I like it. It's a living... Also, I know what I'm doing… I'm good at what I'm doing* (Interview with Barbarian, 2017).

Barbarian indicated his confidence and trust in himself in the work that he does due to the enabling environment that he finds himself in. Andre added that he enjoyed his work, as he said, *"I do enjoy working where I work,"* (Interview with Andre, 2017). Furthermore, Captain explained his love and dedication to his work, as he reported below:

> *I love, I love where I work… I was very quick my friend. I used to put caps on those pipes. I used to do four (4) pallets in three (3) hours. Start at eight (8am), and I finished at eleven (11am)* (Interview with Captain, 2017).

Captain exhibited his work ethic through non-verbal communication, as he was speaking, the researcher could observe the excitement in his tone and broad smile. Flash also added that further to his own allocated duties, he would help his friend to complete their work for the company as well:

> *I was helping out, pushing the pallets and bring in and taking out. I was helping my friend (name)… he said if I want, I could help him… the job went really fast. I said to them, I'll help where ever I can. I said to them, where ever you need my help, I'll be there* (Interview with Flash, 2017).

Flash's willingness to assist where ever needed makes him a key team player and an asset to any organisation willing to employ him. This can be noted across most participants in the research study which is in itself, a reason to employ PwID, if trained correctly, with nurture and patience, they can add immense value to the company. A study done assessing the productivity rates of fully functioning employees and PwD in the workplace resulted that statistically, that both groups are equally productive (Kaletta et al., 2012).

4.5. WORK EMPLOYEE BENEFITS OR LACK THEREOF

The participants reported on two main benefits, or lack of at their work. These included the availability of equipment to use, including transport to fetch them from and to work. Participants also reported some safety equipment that were provided by their companies. Furthermore, some participants reported workplace developments that were beneficial to their professions and intellectual development. However, some participants demanded these, as they were not provided with the opportunity to develop themselves. These two main benefits or lack of, are presented below.

4.5.1. Equipment and Comfortability

In other studies, assistive technology has been noted to be significant for employed people with ID (Morash-Macneil et al., 2018). In this study, there were other equipment that were beneficial to PwID, most of it seemed to make participants feel more welcome at their work and comfortable in the environment they find themselves in. Participants such as Flash reported that at his work, they had access to have safety equipment:

> *…like gloves and glasses and helmets* (Interview with Flash, 2017).

Not all workplaces provided employees with equipment when working as experienced in an interview with Captain:

> *Nothing. No safety equipment* (Interview with Captain, 2017).

Furthermore, Flash reported that at his work, they had access to the kitchen and a dining room where they could warm their food and eat:

> *A kitchen and a dining room. We warm our food in the kitchen and then eat at the dining room* (Interview with Flash, 2017).

Not all workplaces had a fully equipped kitchen as some participants required to use the common room area to receive lunch, or nearby shops to purchase lunch and additional beverages. While In other cases, the participants received food for lunch, other than having to bring theirs from home. This improved their effectiveness at work but also catered for their needs:

> *…we were making sure the company was running smoothly, no problems, we had people coming over, to give us lunch* (Interview with Flash, 2017).

In this instance, the participant was provided with food so that he did not have to prepare lunch prior to coming to work. Thus relieving the participant from a cost implication and stress of having to bring food from home or purchase food from a nearby stall. Participants also reported the ease of going to and from work because their transport were easily available to them which included a mini-bus provided The Hamlet that was donated to them by National Lottery Distribution Trust Fund (NLDTF), as there was a signage on either side of the vehicle indicating the donation, the vehicles driven by staff members from the companies they worked for or the Johannesburg Metrobus, a government operated bus which had a bus stop, for picking up passengers, just 5 meters from The Hamlet gate, where a security guard is stationed 24 hours a day. Flash reported below that he used The Hamlet mini-bus:

> *I travelled in the Hamlets transport, we used to have a bus. My driver's name was (name). Sometimes they come and fetch me, I had to be by the gate before they got to the gate [at my workplace]* (Interview with Flash, 2017).

The participants were pleased by the transport they used, as they felt connected to the drivers. This made them feel connected to their transport system and creates a positive relationship

with the driver and significant others with whom they travelled with. As reported above, Flash had identified one of the drivers of The Hamlet mini-bus as his own driver. Below, Sylvia also identified a Metrobus driver as her own, as this is the driver she was used to:

> *I catch a, a bus from the Hamlet, by the bus stop. I have my own bus driver though. He's the same guy I always catch the bus with in the morning. I greet them on the bus, if they greet me, I greet them. So with me, with public people, I would say, everything goes fine* (Interview with Sylvia, 2017).

The above is an indication of a positive relationship that has been created over years of the use of public transport. Hence a sense of comfort and security as explained by Friedman and Rizzolo (2018), when speaking about PwID, people who experience continuity and security are more engaged in their environment and find joy in their everyday activities. Additionally Sylvia is able to interact with other members of the community as expressed by her manners of greeting the others on the bus. Barbarian reported below that they used the transport that was provided to them by staff members at their companies:

> *Then sometimes, then they ah, the staff members gave us a lift, say wait there by the garage, wait for us* (Interview with Barbarian, 2017).

However Barbarian did indicate that his work place was in walking distance from The Hamlet, which he enjoyed doing in the mornings and afternoons to keep in shape. Being a PwID, Andre reported that the company he worked for took caution to their safety due to the fact that they came from The Hamlet. Ensuring that the individual is reasonably accommodated within his environment and workspace to avoid catastrophic situations. He reports below:

> *It's um, matter of, because we are from Hamlet, you know, safety comes first when we work at their company* (Interview with Andre, 2017).

However, there was one case where the participant reported that he had no need to access the safety gear while at work as it had a detrimental effect on his work production and caused an injury, as conveyed by Captain below:

> *No, I don't wear gloves and glasses because of that, the screw nearly went in my hand, I had a big cut from there to there* (Interview with Captain, 2017).

As shown above, Captain is better accommodated by not using the safety gear as he is more effective at his job. Kaletta et al. (2012) explain that creating a safe workplace begins with the hiring of suitable PwID into the workforce. In addition, PwID require a trainer who is patient, understanding and knowledgeable of the work to be done and the individuals strengths and weaknesses so that the individual can be placed correctly in the environment.

4.5.2. Workplace skill/s developments or lack of opportunities

Research shows that PwID receive a psychological fulfilment when they are employed and meaningfully contribute to the company (Akkerman et al.,2018). In this study, participants were further rewarded by their employers to aid their work fulfilment. There were participants who reported having had achieved new awards, qualifications and been promoted at their workplace. Bongo reported that he achieved awards at his work place, and this improved his self-esteem, which made him feel better about himself as a person. He reported:

> *I got some awards myself. Sometimes I get a tip from (name – workshop manager) when I clean the workshop… I was feeling nice, little bit happy, seeing myself in a different way* (Interview with Bongo, 2017).

One of the objectives of the study was to inquire if participants had obtained any formal training at or outside of their workplace. There were trainings that the participants received through their jobs, by external educators such as Barbarian, who revealed that he was awarded with a learnership of hotel management, which allowed him to obtain some certificates:

> *In two thousand and six (2006) and seven (2007) I had a learnership of Hotel Management. I got my certificates* (Interview with Barbarian, 2017).

Shedding light on the fact that he had attended formal education outside of The Hamlet and work space to further his capabilities and employment opportunities however, unfortunately he is not working in the field that he had perused his studies which is discouraging as he stated *"It's, it's pointless now, I can't even use them"* (Interview with Barbarian, 2017). According to Statistics South Africa (2014) there is low labour market absorption of PwD in general. Dlamini (2014) explains that South Africa is struggling with the challenges of unemployed youth which is estimated to be 36.1%, higher than adult unemployment at 15.6%. Edifying that fully-abled people are finding it difficult to secure employment in the

country which poses greater risk for PwID to locate work within their desired fields or educational background.

While other participants received training from their employers, which improved their knowledge and skills. This is highlighted as beneficial for both the employer and employees in other studies (Lynch et al., 2020). Similarly, the participants in this study seemed to had benefited and improved their self-esteem as individuals and employees, this finding is not common in previous research. Sylvia reported below that she was trained and capacitated on how to use computers at The Hamlet. This also boosted her self-esteem so that she could go on and attend to more trainings that were going to continue improving her computer knowledge and skills utilising external professionals:

> *There were some ladies who taught me because I was interested in computers. Taught me from the workshop to do computers. Then from there, I went to courses, they, took me to courses to upgrade my computer skills* (Interview with Sylvia, 2017).

As reported above, Sylvia demonstrated some of the expected practices that employers must match the skills of the employees to the work they allocate them, however, they must continue training them as this will continue developing their skills (Bates et al., 2017). Furthermore, Sylvia continued to enjoy working on computers as provoked by her continuing growth in knowledge and skills. Therefore, she could manage to gain the skills and knowledge that she personalised and continued to improve on:

> *I like the computers. I can do um, Excels, Word and setting up. I can do, if you give me something to copy, I can set it up myself. If I have a machine in front of me, I can't leave it alone. It's like… the more I get into the computer, the more, I learn more* (Interview with Sylvia, 2017).

As reported in other studies, sometimes the trainings are offered to people with ID at work, because this was expected to improve the connection with the rest of the stuff at the companies (Truong et al., 2021). In this study this seemed to be an additional benefit to the training offered to the participants, which in fact had focused on improving their productivity at work. Andre also added that he was trained with his friend at work, and also confirmed the extent to which this was appreciable to him. More appreciable because they could understand the training easily and were quick learners due to previous experience gathered working on similar projects, which also boosted their confidence:

> *…we were trained… it didn't take long for me and (name) though, because we catch up very quickly* (Interview with Andre, 2017).

Some participants received promotions from their positions, as they became more knowledgeable and upskilled. Bongo reported that when he had spent some time in a position, he was seen as advanced in relation to the others, hence he was promoted to being a supervisor. He reported:

> *I was promoted, I'm the supervisor now. I had spent some few years and my skills; I think they saw that I had better skills and knowledge. So now, I make sure, they do the jobs. They do ah, hangers, ah boxes, anything what they've got* (Interview with Bongo, 2017).

Clearly the above indicates the capacitation of a PwID into a more senior and leadership role due to previous experiences. However this promotion came with managerial skills as he was in a superior position to his fellow colleagues, thus enabling him to provide guidance, direction and impart skills of those he supervised. Captain also reported that when his experience had been seen as valuable, he was able to change positions to a better post, he was promoted in a sense, by working outside of The Hamlet, thus broadening his skills. This also confirmed his current skills and knowledge of the work he was doing and abilities to take on work that required a higher pressurised and stressful environment. He reported below that the managers felt like they could trust him in relation to others. This improved his self-esteem:

> *…as things got, as, as they went along and I got wiser, (name – workshop manager) said no ok, (name – assistant manager) said Captain, come here please, I'd like to talk to you. So, I went to his office, he said I got, I got a proposition for you… He said, let's go and have a look at who's wise and responsible. He says would you like to work outside? I said ok (name – workshop manager), we can give it a try. Cause he said two (2) people* (Interview with Captain, 2017).

The workshop manager and assistant manager had recognised the potential of Captain but understood that it would not be beneficial for only one PwID to work at the organisation, hence they sent two people so that they could support one another in the new environment. This can also be viewed as a buddy-up system whereby one individual can seek the assistance of another with whom he/she is comfortable with.

Following on, other participants such as Superman benefited from travelling and working in different environments which also improved his interests in working as well as continue to be a valuable employee who was fulfilled:

> *It's when we go out and do installation, sleeping out. Sometimes we go sleep out for three days or the most its seven days. The furthest I have been is Bloemfontein. Then I spent the whole week in East London* (Interview with Superman, 2017).

During the outings, the individual is reasonably accommodated with a clean place to stay, provided with ample rest and equipped with all the necessary tools required to get the job done. It is also key to note that the individual does not travel alone but in a group so that he is not left unsupervised. Although there were various benefits, as reported above, there are some participants who felt that their employers were not supportive enough. Sylvia, below reported that she could benefit more if she had a mentor:

> *I'd like to have a mentor. To work with a person who, understands what I need and want to do. Somebody I can trust and somebody who won't take advantage of me, who is patient* (Interview with Sylvia, 2017).

Sylvia had been employed at a company for just over six months at the time of the interview, hence she was still in the probation phase and monitored closely. Furthermore, some participants reported that they would like to be more intellectually challenged. They felt that their current work did not challenge them enough, which they were not pleased by. Andre presented this by sating:

> *Now I feel, I still feel ok though um, I like challenges though. I like to be challenged about, you know, how far I can push my mental compatibility or something like that, you know* (Interview with Andre, 2017).

As reported above, this intellectual push was going to improve Andre's intellectual abilities as he finds intellectual stimulation rewarding and beneficial to his overall growth. Kaletta et al. (2012) affirm that employees who feel intellectually stimulated perform better at their tasks, as there is a sense of challenge and drive behind the work that is done. Similarly, Sylvia reported that she felt as though her employer did not give her more challenging work because they thought she could handle more pressure. This to her felt as if she was being undermined because of her intellectual abilities:

> *I would also like to be given something that, that I know what to do. You know if they put me more on a computer, actually I'll be very happy. It doesn't mean that, if I work out there, that I'm not going to manage or whatever the case may be* (Interview with Sylvia, 2017).

Sylvia went on to demonstrate that there was very little match between her skills, knowledge and the work that she was assigned to do at the new company. Sylvia, in this case would be seen as being treated unfairly by her employers as she was expected to be given the tasks of work that match her skills and knowledge (Bates et al., 2017). This frustrated her and she felt deprived of the opportunity to improve herself towards what she was passionate about:

> *I know the work environment is different and the, the categories are all different. But they should, all the things that we have on our CV, or our list of things that we do. They should put us there where we are familiar with thing that we know how. Like computers. Like setting up the program. I mean, not a program, a, like a spread sheet or a letter or, doing your way of knowing how to do, your adding, your adding up of your, you know, if you write the clients number, name and you put the amount on the side and you have to count it up, that's what I mean* (Interview with Sylvia, 2017).

Sylvia in particular is passionate about working on computers, setting up spreadsheets and typing notes. She clearly vocalised her discouragement of working at the new company and felt like her supervisors did not provide her substantial support to continue performing at optimum levels as she did so previously.

4.5.3. Salary expectations

During the interview, half of the participants indicated being dissatisfied with their wage and the expectation of earning a higher salary. It must be mentioned that all participants received the Disability Grant which amounted to R1600.00 per month in 2017 (Southern African Government, 2021), when the interviews were done. Due to the fact that participants were earning an additional income from their employment, an individual must not earn more than R86 280.00 per annum or if married, more than R172 560.00 per annum (Southern African Government, 2021). Sylvia was generous enough to share her salary of which she was happy with:

> *"Three thou (R3000.00) a month"* (Interview with Sylvia, 2017).

From all the participants, she was the highest paid employee with an amount of R36000.00 per annum which is below the threshold of R86 280.00 per annum. Furthermore, Andre explained that he was unhappy with the salary and expressed his expectation:

> *"The pay could be a little bit better. It's not a big company so maybe around about a thousand Rand (R1000.00) or something, a week"* (Interview with Andre, 2017).

It is understood that salary negotiations happen with the presence of the social worker and workshop manager on behalf of the participant. Some participants indicated that they would work harder, and longer hours if they received more money at the end of the month. However one has to be cognisant of burnout due to working longer hours than required.

4.6. RELATIONSHIP WITH THEIR MANAGERS

Previous research confirms that a good relationship between the PwID and their co-workers or superiors yields productively to their work (Feerasta, 2017; Meacham et al., 2017). Furthermore, the PwID tend to gain good psychological health if the relationship they have with their managers and other workers (Lövgren et al., 2017; Dean et al., 2018). Participants of this study reported different natures of the relationship. Some had a good relationship as they reported to be enjoying work and the environment, and felt that it was fruitful. As noted by Captain below:

> *It was not too bad hey, it was actually quite nice. It's nice, yes, they very pleasant there* (Interview with Captain, 2017).

Bongo added the below demonstrating a relationship that was fruitful, as the manager often checked with him if he was fine and had no problems. This seemed to ensure that Bongo and his colleagues had their work going well and were safe which provided him with a sense of comfort and care:

> *He's always come to us and ask, any problems? I say no, there are no problems* (Interview with Bongo, 2017).

In other cases, the relationship was fruitful to both the participants and their supervisor. Barbarian reported below that he had a relationship where he was more skilled and knowledgeable than his supervisor, so the supervisor was learning from him too. This was helpful because it made him feel as though his contribution is meaningfully to the company:

> *Basically, ah, he's learning from us, learning from me… he's a very nice person so far* (Interview with Barbarian, 2017).

Understanding that the supervisor was new in the workplace and Barbarian was viewed as the most knowledgeable due to his years of service. Superman and Andre, also reported that their relationship with their managers were all fine. Superman reported that the manager ensured to treat him the same as any other worker, he said, *"My boss, he doesn't treat me differently… as long as I do my thing, he's fine"* (Interview with Superman, 2017). Andre also added, *"…the relationship with our boss is okay. There are no problems"* (Interview with Andre, 2017).

However, there were some participants who had a conflictual relationship with their managers. Flash reported to have had disagreements with his supervisors. Although this seemed to had been grounded on the errors he had made, he seemed displeased by the incident. Which resulted in the approach that the managers had in reprimanding his behaviour:

> *…they were, (clears throat), they were chasing me and all that but I just ignored them. They chased me… they said I was playing around, playing games, wasn't serious* (Interview with Flash, 2017).

Through the participants non-verbal communication, the researcher was able to note that he was displeased with this decision as he enjoyed working outside of The Hamlet, "*I'm not quite happy. The thing that will make me happy is if I can go work outside [of The Hamlet]"* (Interview with Flash, 2017). Sylvia, added that her relationship with the manager was difficult to understand. For her, however it seems her dissatisfaction was grounded on the gender differences that she had with the manager. This type of the relationship reported by Sylvia had a potential to yield both poor psychological health to herself and work outputs (Kuroda & Yamamoto, 2018). She reported below, to had had a good relationship with the female manager who is the CEO at The Hamlet, but she was not pleased by her relationship with a male supervisor at her work place:

> *It's difficult to say… My relationship with the boss is I don't know… It's just difficult to describe it because they men… they not like, Segri where I can confide in her because my relationship with Segri is very… Um, what's the word. She's like, she's*

> *like my… Um, what do you call it. My idol. (Segri is the CEO of The Hamlet Foundation). My bosses are up-tight* (Interview with Sylvia, 2017).

Sylvia went on to explain that her male managers were not appreciative of her work, which was disappointing to her even though she had been trying to work harder and prove her self-worth. She explained that she requires positive reinforcements to confirm that the work that she is doing is being recognised as progressive. Patnaik (2021) speaks to the theory of positive psychology which is mainly aimed at the promotion of positive emotions and positive wellbeing:

> *They don't um, they don't say you're doing a good job or you're doing this. They just can see the negative of it, the negativity of it… they only see, what they wanna (want to) see like I'm making mistakes or the time or I can't spell, the Indian person's name* (Interview with Sylvia, 2017).

As indicated above, the managers would spend more time focusing on what seemed to had needed not much attention, what research has coined as disruptive leadership, which has potential to provoke stress and depression to the employees (Ferreira et al., 2019; Mullen et al., 2018). Although, they had these conflicts with their managers, the participants demonstrated their interests in mending the relationships so as to continue to healthy work for their employers. In some cases, the managers had a clearly defined method of resolving the conflicts, this approach was found fruitful by Cletus et al. (2018) and was also reported in this study, as described by Captain below:

> *…he doesn't like something, he'll come to you and tells you. If you don't want to help him, he goes and tells the boss. He gives you two (2) warnings, third (3rd) warning (whistles), you're gone* (Interview with Captain, 2017).

Indicating the same system used for all employees in the workplace as indicated in the Code of Good Practice of Employment of Persons with Disabilities, 2001 and the Employment Equity Act (EEA) (South Africa, 1998). On the other hand, Sylvia demonstrated below that she had to simply accept the managers as they are and try to navigate through her work while avoiding being involved in any unnecessary conflicts. Although open communication is found to be fruitful in workplace conflict resolution (Cletus et al., 2018), Sylvia's approach also seemed to be useful:

> *… I just got to understand them. Where they coming from… some days is very tough and then now-a-days it's ok but, we just, always looking at the clock to go home… because it has been a long day* (Interview with Sylvia, 2017).

Sylvia also accepted her position and intellectual disability, so as to be able to continue working productively and keeping to where she believes she fits in as an employee:

> *…my bosses that treat me differently because, they know I come from here, and I'm not shy to say this but I'm an intellectually disability person* (Interview with Sylvia, 2017).

Thus instigating the stigma that fully-abled people have for PwID. However, there were some cases where it seemed the relationship was not mended properly. As Flash report below to had simply walked away without facing the problem so as to resolve it, which seemed to be more beneficial to the working relationship:

> *I just said why are you chasing me? I don't know why. I just told them, you know what, I'm just going to leave you alone* (Interview with Flash, 2017).

Thus Flash expressing his self-worth and dignity to release himself from the toxic environment. He disclosed that he spoke to the workshop manager who facilitated the process. It is positive to note that the participant was looking out for his own mental health and overall wellness by disengaging from a hostile environment which may have cause more harm should he have stayed.

4.6.1. Other work-place conflict resolution

Stress at work, disagreements and other psychological factors contribute to the rise in conflict between co-workers (Judd et al., 2017). Participants of this study also reported various conflicts that they had with their colleagues. They demonstrated effective civil resolutions (Cletus et al., 2018), to these conflicts as reported by Andre below where he mentioned that he attempted to reduce the disagreements and ensured to work well together as a team to achieve a coherent working environment:

> *…in the workplace, well we all work together as a team so, sometimes there will be disagreements and things, but conversation, you know, you set them straight* (Interview with Andre, 2017).

Captain reported below, that he avoided a more costly conflict by talking to the colleague who he had a conflict with, to not get into a physical alteration him. This was further evidence that better communication between employees in workplaces yields healthy conflict resolutions when there are disagreements (Cletus et al., 2018). He also reported to had realized that fighting was not going to be beneficial enough, rather for both to keep to their work not each other. This was motivated by his intentions to want to keep his job safe:

> *Ja, once or twice but I told him his fortune. I told him; I don't want to swear. Keep, just keep you, stay your side, I'll stay my side. I don't, I didn't swear him. I just don't like fighting. I'm wise now. Fighting doesn't solve anything. I just want to keep to myself, do my job. I want no trouble* (Interview with Captain, 2017).

Furthermore, a participant did not mind getting physical with another colleague however, he reported that he did not have enough strength to fight even though he would feel like doing so. But he saw the worth to avoid the conflict and protect his employment:

> *Makes me feel like I want to hit their heads off but I can't cause I don't have the strength to do that, even if I done it before* (Interview with Barbarian, 2017).

In some cases, the participants avoided the conflict with their colleagues and prioritised respecting each other at work, which was fruitful to their work and their psychological health:

> *…no fighting, no bullying, no nothing. We just respect each other. Just work as, as a team* (Interview with Bongo, 2017).

Prioritizing an enabling and comfortable work environment, most participants saw the benefits of communicating their feelings and emotions, either to a supervisor, colleague or care worker at The Hamlet. There are eight care-workers across residence at The Hamlet, of whom provide individual attention and guidance to those under their care. However, there may be times when they do not receive the helping hand that they wish as indicated by Barbarian below whereby the care worker was unable to intervene in his workplace situation historically, *"What, nah (no) I have before but then nothing gets done"* (Interview with Barbarian, 2017). As a result, he speaks up for himself by vocalizing his dissatisfactions.

4.6.2. Employee's awareness of labour laws

During discussions with the participants care workers, it was evident that participants were not fully aware of their labour laws, especially participants with Autism and Dyslexia as they were not fully able to understand what it entails, however they were protected by the labour laws and various internal policies by The Hamlet and upheld by the organisation. Some of the participants were unable to read or pronounce large words, hence protected by the care of a social worker and auxiliary social worker. Furthermore, the researcher noted various posters in the main office at The Hamlet such as a poster of the Summary of the Employment Equity Act, a summary of the Bill of Rights and a poster of the Code of Good Practice of Employment of Persons with Disabilities, 2001. These were placed there to remind staff of their responsibilities towards the protection of PwID under the care of The Hamlet. Staff members, employees and higher function adults working outside of The Hamlet were aware of their rights, as confirmed by the social worker. Moreover, participants understood the opportunity to work amongst fully-abled bodied and earn an additional income while gaining new skills and exposures. Participants were aware that they are protected against unfair discrimination and trained to speak to the care workers should they feel uneasy, however Sylvia believes in resolving the matter internally at work first by addressing it with her supervisors prior to notifying The Hamlet as indicated below:

> *No, because I actually want to handle this my way and then once I've sorted that out, then I will go and speak to Segri about it and have a long conversation with her* (Interview with Sylvia, 2017).

Additionally the researcher had the opportunity to visit one of the work sites not far from The Hamlet. At Lesco, there was a poster similar to the poster at The Hamlet of the Code of Good Practice of Employment of Persons with Disabilities, 2001 to create awareness among all employees in the workplace, both fully-abled and PwID alike. It was understood that this measure assisted with reducing the discrimination and stigma faced by PwID working at the site. Also creating a more comprehensive and inclusive working environment. This may be found at the research site such as a poster of the Summary of the Employment Equity Act as indicated below in figure 3, indicating that organisation creates awareness for the rights of employees, which is upheld by the staff and healthcare givers.

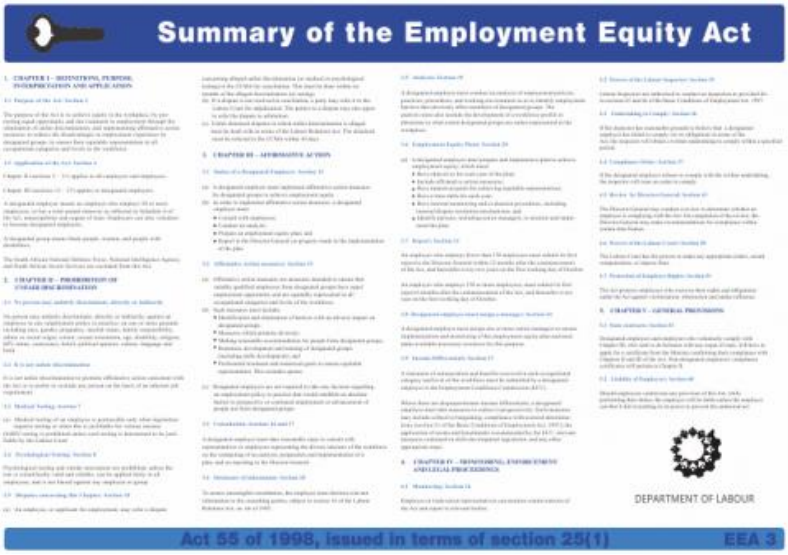


Figure 3: Similar poster of the 'Summary of the Employment Equity Act' which can be found down the corridor in the main office at The Hamlet. Source: https://kontra.co.za/catalogue

It is also noted that the presence of posters in the workplace notice boards is not always understood by all in the workplace even if they do not have any intellectual disabilities. Therefore it is in the best interest of The Hamlet to ensure that all employees and residents are briefed on their rights and protected by it.

4.7. WORK AND HOME SUPPORT NETWORK

Social networks are found in other studies as significant in supporting people living with ID (Bigby & Beadle-Brown, 2018; Chadwick & Fullwood, 2018). To cope with their work, and living in general at The Hamlet, the participants reported on supportive social networks that they had. Mostly they reported to had had a number of friends such as Flash who reported to had 10 friends at work, he said, "*At work, I also have friends, I have around 10"*. Flash also had nine more friends in his hostel and a roommate, "*…there's nine of us in the hostel. There is two of us in each room"* (Interview with Flash, 2017). Many other participants reported having many friends however, Barbarian asserted:

> *No, no. I have no friends here. I have acquaintances. To be honest, I don't have any true friends* (Interview with Barbarian, 2017).

Indicating a higher order of understanding of relationships within the workplace. Numerous participants indicated that colleagues were also their friends in the workplace and at The

Hamlet however Barbarian has indicated a different type of relationship. Friedman and Rizzolo (2018) explains that despite there being a desire for friendship, research has indicated numerous social relationship disparities for PwID. As Barbarian clarifies that *"I might have one (1) true friend over there (points to the Workshop), he's a day scholar."* (Interview with Barbarian, 2017). Even though he shares his residence with seven other people at The Hamlet. Further evidence of this is indicated by Fulford and Cobigo (2016) as compared to fully-abled people, PwID see their friends less often and have less close relationships with their friends.

Furthermore, Captain reported to had lived with his fiancé for a long time in The Hamlet indicating an intimate relationship with another PwID of whom he found companionship with; going against the stigma that PwID do not have meaningful relationships. His fiancé seemed to had been very supportive to Captain, as he reported:

> *I live here at the flat with (name). She is my fiancé, we are engaged. It has been long, I met her in 1989* (Interview with Captain, 2017).

It must be understood that the individuals had relationships prior to their current companionship. During the discussion, it was understood that they did not want to get married however, live together in harmony. These social networks were supportive to the participant's health as they often checked on each other, similar to other studies that reported useful structured groups that occasionally checked with each other's social and psychological health (Wilson et al., 2017), Flash reported:

> *They asked me why am I here. I said I wasn't feeling so lekker (nice), then the doctor gave me some medicine to have so I can feel well, a little better, then they sent me to bed, they asked me how do I feel, I said I've got worse* (Interview with Flash, 2017).

They also provided social support such as Andre who travelled with his colleague, "*…we travel together with (name)"* (Interview with Andre, 2017). Captain added that the friends were nice to him, and understood his situation. That is, they were welcoming to him and protective to his psychological health, he reported:

> *Ja, I have four (4) friends, four (4) of them. They very nice to me, they understand my situation. They not horrible to me. They accept me for who I am. They, they cool, they like, they nice* (Interview with Captain, 2017).

Superman demonstrated that the friendship that he had was productive for him at work. He said, his relationship with the friends was excellent and made it feel like they were a family at work, this allowed him comfort to continue working and feel as belonging:

> *I have an excellent relationship with my colleagues. They are my friends. There's almost 20 of us that's there. We work well together* (Interview with Superman, 2017).

Captain added that the social support also provided a good relationship in the working environment where they could cooperate and overcome difficult tasks as a team:

> *…the heavy stuff, we all help each other… there are two guys that push on the sides and we all hold the pallet because some, sometimes they are heavy and there's big ones* (Interview with Captain, 2017).

4.7.1. Sports and recreational activities

Health is widely recognised to be a multidimensional concept influenced by biological, physical, technological, cultural, and political influences. Physical activity is critical to maintaining overall health and well-being, and there is an abundance of literature exploring the positive effects of exercise domestically and internationally (Dhimmar, 2019). The participants regard sports and recreational activities as a critical component in maintaining their overall health and wellness, and the integration into society. In accordance with Dhimmar (2019), playing a sport improves individual concentration, improves individual mood, reduces stress and depression, improves individuals self-confidence and self-esteem, improves sleeping patterns and assists with maintaining a healthy weight.

The Hamlet has facilities for various sporting activities such as soccer, netball, basketball, cricket, floor hockey and swimming. The facilities are used by residents and day-workers alike after working hours for leisure or trainings. The Hamlet has a competitive soccer, basketball, netball and floor hockey team which takes part in domestic tournaments across the country (Hamlet, 2015). Furthermore, PwID at The Hamlet participate in ice skating, particularly figure and speed skating which is regulated by The Special Olympics and International Association for Para-athletes with Intellectual Disabilities. However there is no ice rink on the property or within the community, thus participants are required to travel to location with an ice rink. This provides them with the opportunity to interact with others who are using the ice rink and practice their routines together while learning and sharing skills.

During visits to The Hamlet, the researcher was provided with several opportunities to join the different sporting teams at their practices. It was noted that Thandazi and Sylvia played for The Hamlet Netball Team while Sylvia also partook in ice skating, figure skating in particular. Similarly, Captain and Superman partook in ice skating, speed skating in particular. All three participants were invited to the 2013 Winter Special Olympics World Games in PyeongChang, South Korea and came back with medals which were showcased in their respective rooms. This was an amazing experience and achievement and during the researchers visit, participants were training for the 2017 Winter Special Olympics World Games.

Figure 4 illustrates the medals obtained from the participant Flash during his participation at the 2015 Summer Special Olympics World Games in Los Angeles, USA. It was a thrilling achievement for the participant and the staff at The Hamlet. Upon the arrival of all participants of the event, an Acknowledgement Evening was held at The Hamlet to celebrate the achievements of all who participated at the Games. Due to confidentiality and privacy, the researcher has not shown the participants face. In addition to this achievement, other participants such as Andre and Superman participated in floor hockey and swimming respectively. Having received medals as well for their participation and placements at the games. During the Acknowledgement Evening, family members and members of the community were invited to partake in the celebration where drinks and food were provided.

Figure 4: A participant in the research study showcasing the medals won at the 2015 Summer Special Olympics World Games in Los Angeles, USA. Source: Researchers camera

Thus making it evident that some of the participants are involved in sporting activities at a competitive level globally which was unknown prior to visiting and being a part of the culture and environment at The Hamlet. However some participants such as Bongo and Barbarian did not particularly enjoy sporting activities however preferred watching sports such as football and cricket in the common room area at their Lodge.

4.8. CONCLUSION

The main findings for this research study aimed to answered the question of "*What are the workplace experiences of persons with intellectual disabilities in Johannesburg, from The Hamlet Foundation?*" as literature has indicated that there is a shortage of evidence-based information. Beginning at The Hamlet, It is evident that all participants have spent an average of more than 20 years residing here which indicates that it is a comfortable, encouraging and enabling environment for PwID in the Johannesburg region. Due to some of the PwID work ethic, skills, knowledge and eagerness to develop oneself, they were offered a chance to work at companies among fully functioning persons near to The Hamlet. All participants had similar working times of that to fully functioning persons in South Africa with the additional benefit of working overtime should they choose to do so. This was at the peril of the individual in agreement with the staff at The Hamlet as to not reach burnout or be overwhelmed with more than one can cope with. This study found that PwID enjoyed working even if they were not working in a field, they were passionate about.

It must be noted that most tasks at these places of employment involved physical work such as assembling raw materials into finished products or working with power tools and manual tools to fix or create a product. Even though the work may be mainly physical, intellectual abilities were tested such as effective communication, reading and writing/typing skills, mathematical problem-solving techniques, basic reasoning skills, knowledge attained within the working field, and memory (APA, 2013) as indicated by the testimonies of participants. To the researcher's surprise, some participants had formal education beyond that of high school such as certifications and the completion of advanced courses to help with upskilling and capacitating them to reach optimum working performance. This was beneficial and coincided with the work that was being done even if it was not in the specific field studied, it assisted with higher order thinking on their level. The study took note of employee benefits such as the provision of lunch, structural advancements to promote a productive environment

and transportational services. Furthermore, travelling arrangements were agreed upon to assist with financial implications and provide a sense of inclusiveness among others. It was revealed that some participants had an active sporting career having participated in several of the Special Olympic World Games over the years. Indicating exposure to different countries, environments and cultures.

Most of the participants indicated that they are satisfied with their relationship with their supervisors, thus having a positive outcome of work performance, social cohesion in the workplace and overall psychological health and wellness. Participants who had negative interactions with supervisors or workplace colleagues indicated dissatisfaction towards the work that they did and sought to change either the environment, workplace or supervisor which could be done by communicating with staff at The Hamlet. Finally, all of the participants felt like they were supported either in the workplace or from a significant other either at The Hamlet or externally such as family. Feeling supported and heard was an important part of working outside of The Hamlet and participants were able to manager their stress within various high-pressured environments. However, some employees were unhappy with the salary that they received and indicated that an increase in their salary would be appreciated even though they received a salary in conjunction with the Disability Grant.

CHAPTER FIVE

SUMMARY OF KEY FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. KEY FINDINGS

The main findings for this research study aimed to answered the question of "*What are the workplace experiences of persons with intellectual disabilities in Johannesburg, from The Hamlet Foundation?*" In order to answer the research question, the experiences were showcased through the use of the following themes; (1) the number of years that participants have spent at The Hamlet and their working times, (2) nature of work the participants is involved in, (3) work experiences and prior trainings of participants, (4) workplace employee benefits or lack thereof, (5) participants relationships with their managers and, (6) work and home support networks. These themes were in line with the research question as well as the objectives.

The research study resulted in two main findings regarding the workplace experiences of persons with intellectual disabilities in Johannesburg. The main finding of the study indicates that most PwID experience a productive and encouraging workplace in Johannesburg while working among fully functioning people. Participants indicated that prior experience either obtained from working at The Hamlet Workshop or external companies had assisted then in operating effectively at their current workplace. Some participants had worked in several service industries, thus gaining exposure and experience on various working environments. Some of which were not conducive to their personality, social interaction or skills set, hence having to change industries or companies. In most instances, basic training was provided under the supervision of a senior employee within the company, with an understanding that the employee is provided with an environment that promotes open communication. Participants explained that they were able to hone their current skills while taking on additional tasks.

A few participants indicated several limitations in carrying out their duties optimally such as a hazardous working environment, hostile relationships within the workplace and not feeling appreciated, however a common concern was the salary obtained at the end of the month which revealed the second main finding. Most participants felt that they should be paid a

higher salary due to the work being done or the number of years at the company. Additionally leaving their current employer for a higher salary was a favourable option which indicated that obtaining a higher salary was essential.

Participants of this study all resided at The Hamlet Foundation; having come here for various reasons, such as leaving an unhealthy environment with family members, family members were deceased and finding the environment conducive to building social networks and providing support to their needs. It was noted that most participants began residing at The Hamlet since the age of 18 or 21 years, thus once out of school. They all began working at The Hamlet Workshop prior to being provided with an opportunity to work outside. It can be understood that most participants spent more than 15 years residing at The Hamlet. During this time, participants had the opportunity of working outside of the facility. All employees start work at 08:00am and end work at either 16:30pm or 17:00pm with a few employees provided with the opportunity to work overtime, weekends and travel for work to other provinces.

The nature of work done by participants were mainly physical work across all companies. Except for one participant who worked mainly behind the desk. Some participants worked at multiple companies while others have been stationed at one company in the same role for many years, some of them were part time jobs while others were permanent positions. Some of the facilities were able to reasonably accommodate the employee however some facilities created more harm. Furthermore, some participants had risky work environments that exposed their health to danger.

All participants started off working at The Hamlet Workshop prior to the workshop manager or social worker recognizing their potential and providing them with an opportunity to work outside of The Hamlet. Based on what that, some demonstrated to have worked different jobs over time and had been working for many years. Participants received formal training prior to doing the job however, most participants did not require formal training as the job done outside of The Hamlet is similar to what they were doing at The Hamlet Workshop.

The two main employee's benefits expressed were the availability of safety equipment and transportation to fetch them from and to work. Furthermore, some participants reported workplace developments that were beneficial to their professions and intellectual development. However, some participants demanded these, as they were not provided with

the opportunity to develop themselves. One participant indicated that her skills and knowledge did not match the work that she was doing which deterred her from reaching her full potential. Moreover, participants were further rewarded by their employers to aid their work fulfilment. There were participants who reported having had achieved new awards, qualifications and been promoted at their workplace.

Some participants had a good relationship with their supervisors and managers as they reported enjoying work done and a capacitating environment. However, there were some participants who had a conflictual relationship with their managers. Having had disagreements with supervisors and then being let off from work. Another participant indicated gender discrimination on the workplace explaining that her male bosses were not appreciative of her work, which was disappointing to her even though she had been trying to work harder and prove her self-worth. She explained that she requires positive reinforcements to confirm that the work that she is doing is being recognised as progressive. Most participants were aware of the labour laws and were provided with guidance and supervision from staff at The Hamlet.

To cope with their work, and living in general at The Hamlet, the participants reported on supportive social networks that they had. Mostly they recounted to had had a number of friends both at the workplace and at The Hamlet. Some participants did have family members who would visit on weekends or public holidays while some participants lived with a companion indicating an intimate relationship with another PwID. Furthermore, The Hamlet provided participants with sporting and recreational opportunities in order to allow for a work-life integration. Some participants excellent at sports and even represented South Africa at global level at the Summer Special Olympics World Games in Los Angeles, USA.

5.2. CONCLUSION

Within South Africa as a country, there is a lack of evidence-based publications on PwID which made it difficult to draw upon valid and reliable contextual sources. ID are a growing focus for numerous researchers in the field of disabilities however, little is known about the personal experiences of PwID working among fully functioning people in society and the effects it may place on these PwID. Due to the ever adapting nature of policies, legislation, and service delivery initiatives by government for PwID, they have become inclusive into modern day society as oppose to historically being kept away in silence, shunned from

society and viewed as incapable as holding a position in society. This research study sought to indicate that some of these changes brought about for PwID were having a positive impact in their daily lives and overall health and wellness.

Therefore, the primary aim of the research study was to understand and document the workplace experiences of people who have the severity level of mild to moderate intellectual disabilities and how they coped and adjusted within the workforce among fully-abled/functioning individuals in society. Furthermore the research study aimed at exploring the different forms of trainings obtained and experiences that they may have gained during their journey to working among fully functioning people, to identify systemic limitations that may restrict PwID from unlocking their optimal potential, to explore the positive and negative relationships shared within the workplace and support structures to better encourage PwID and finally to understand if they felt like they were being reasonably accommodated within their working environment. The researcher inquired further from other sources as to whether the participants were aware of the labour laws protecting them in the workplace as some PwID were unable to read large words and had limited understanding.

The literature review began by providing definitions to different terminology used when relating to PwID such as functioning, disability and impairment while explaining the reason we no longer use the term handicapped. It was important to understand that PwID are considered to have long term recurring impairment. The chapter provided international and domestic statistics on the prevalence of PwD and PwID as well as initiatives directed to creating awareness and consciousness for PwD so that they too may receive equal opportunities such all in society. The chapter highlighted the different types of disabilities however for research purposes, focused on ID primarily using an Intelligence Quotient (IQ) test which is a standard global test for measuring intelligence.

Policies and procedures specific to South Africa such as the Bill or Rights and the Code of Good Practice of Employment of Persons with Disabilities, 2001 are imperative to the safety and security of PwID in the workplace due to the nature of their impairment while the South African Social Security Agency (SASSA) provides some financial security to PwID through the Social Grant which amounts to R1890.00 per month above the salary earned from the workplace. The researcher highlighted the Life Healthcare Esidimeni Tragedy to illustrate how a service delivery by the South African government had failed approximately 1300 individuals with mental health comorbidities due to the closing of several healthcare stations

and the risky transportation utilised to transfer then to a new location. Most importantly it sought further guidance from literature relating to the integration of employees with ID into the workplace of fully functioning people with the addition of stereotypes, myths and additional sporting and recreational involvement of PwID.

The researcher utilised the ecological/ecosystems theory, as he interviewed the participants within their environments as to accurately document their experiences. This theoretical framework is suitable for the research study because the study is looking at the individual's personals problems in relation to the workplace, what is the nature between the employee and employer/colleagues, and the pertains to the individual's experience in an environment alien to his own. From this, the social and biopsychosocial models were adopted as they sought to view the holistic situation the participant finds himself/herself in, extending from the medical to the social factors which also guided the interview questions.

Chapter three indicated a case study is best suitable research design for the following research study as the study sought to discover the feelings and coping mechanisms of PwID at a given point in time. These participants were sought out from The Hamlet Foundation in Johannesburg. Eight participants, males and females were sought out to form the sample of this study. A semi-structured interview schedule was utilised in order to gain in-depth answers. The sampling used was non-probability sampling as the study was specifically targeting adults with intellectual disabilities. The form of data analysis that was used in the study was the technique of thematic analysis. The aim of the research was to understand and document the workplace experiences of persons with disabilities with mild to moderate intellectual disabilities at The Hamlet Foundation followed by seven objectives in achieving answers to the main aim. Ethical parameters are essential when conducting research with people as to protect both the participant and researcher. The researcher utilised pseudo-names for participants to protect their identities and uphold confidentiality. The researcher obtained informed consent of the specific participants needed for the study and tried by all means to protect the participant from any harm that may be caused during the duration of the study.

The presentation of data and discussion of findings can be found in chapter four. This chapter went on to answer the research question and the objectives. There were six themes that stemmed from the interviews which indicated the participants experiences while working among fully functioning people. It is evident that all participants spent an average of more than 20 years residing at The Hamlet which indicated that it is a comfortable, encouraging

and enabling environment for PwID in the Johannesburg region. All participants had similar working times of that to fully functioning persons in South Africa with the additional benefit of working overtime should they choose to do so. This research study found that PwID enjoyed working even if they were not working in a field, they were passionate about.

It is understood that most tasks at these places of employment involved physical work such as assembling raw materials into finished products or working with power tools and manual tools to fix or create a product. Even though the work may be mainly physical, intellectual abilities were tested such as effective communication, reading and writing/typing skills, mathematical problem-solving techniques, basic reasoning skills, knowledge attained within the working field, and memory (APA, 2013) as reported by the testimonies of participants. Some participants had formal education above that of High School such as certifications and the completion of advanced courses to help with upskilling and capacitating them to reach optimum working performance. The study took note of employee benefits such as the provision of lunch, structural advancements to promote a productive environment and transportational services. It was revealed that some participants had an active sporting career having participated in several of the Special Olympic World Games over the years. Indicating exposure to different countries, environments and cultures.

Most of the participants indicated that they are satisfied with their relationship with their supervisors, thus having a positive outcome of work performance, social cohesion in the workplace and overall psychological health and wellness. Participants who had negative interactions with supervisors or workplace colleagues indicated dissatisfaction towards the work that they did and sought to change either the environment, workplace or supervisor. Finally, all of the participants felt like they were supported either in the workplace or from a significant other either at The Hamlet or externally such as family. However, some employees were unhappy with the salary that they received and indicated that an increase in their salary would be appreciated even though they received a salary in conjunction with the Disability Grant. Overall, six of the participants thrive within their workplace while two participants did not particularly enjoy it due to various reasons.

5.3. RECOMMENDATIONS

5.3.1. Empowerment and educational courses for PwID within their fields of passion

As social workers, it is vital to empower communities such as PwID because they can be seen as communities in need of upskilling and capacitating. It is evident that only a few participants received some form of higher education after high school which needs to be addressed so that there are more opportunities for them to expand their working capabilities. Organisations and institutions such companies, colleges, universities and Further Education and Training (FET) colleges can host open days whereby PwID can scope for various fields and apply to the ones that are most appealing.

Furthermore, policy implementation and legislation of service deliveries need to address PwID within South Africa and to some extent, involve a member or a group of members from each organisation accommodating PwID in South Africa so that their collective voices may be heard and taken into consideration. Social workers in conjunction with policy developers can provide guidance in this field. Additional further social inclusion of PwID into society is needed especially in schools where fully functioning students attend. Social workers can host presentations to create awareness in hope that it will defeat the stereotypes and myths surrounding PwID.

5.3.2. The role of employers

Employers should look to employ PwID as they have proven to be as hard working as fully functioning persons in the workplace. Within the workplace, there should be a mentor or trainer specifically skilled with providing guidance and security to PwID with the assistance of internal skills development programmes. Furthermore, employers need to provide employees with an encouraging and capacitating environment to work in while facilitating open communication with all employees. Employers should bear the onus of accommodating PwID in the workplace and make sure to uphold the promises made of such accommodation. Employers should assess and interview a possible candidate prior to confirming employment for a position as to limit possible stress and trauma faced by PwID in the particular position.

5.3.3. Future research

A constraint of this study was the population size. Therefore, a larger based population size with participants throughout the country would prove to be beneficial. The inclusion of organizations serving PwID in all nine provinces so that the research can be generalized and not just conceptualized. Further research is needed in this field of study as statistics have shown an increase of PwID over the course of the years. This will be beneficial to the organizations serving PwID and employers looking to hire or employ PwID. Interviews with care givers, guardians or family and friends should be included as they directly experience the difficulties faced by PwID. Finally, future research could expand on various developmental disabilities, such as Down Syndrome and Asperger Syndrome as participants in the study were narrowed down to ADHD, Autism and Dyslexia.

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APPENDICES

Appendix A

Research Office

HUMAN RESEARCH ETHICS COMMITTEE (NON-MEDICAL)
R14/49 Ramkaran

CLEARANCE CERTIFICATE	**PROTOCOL NUMBER: H16/11/32**
PROJECT TITLE	Workplace experiences of persons with intellectual disabilities in Johannesburg: A case study of the Hamlet
INVESTIGATOR(S)	Mr A Ramkaran
SCHOOL/DEPARTMENT	Human & Community Development/
DATE CONSIDERED	18 November 2016
DECISION OF THE COMMITTEE	Approved
EXPIRY DATE	29 November 2019

DATE 30 November 2016 **CHAIRPERSON** _____
(Professor J Knight)

cc: Supervisor : Ms M Nathane-Taulela

DECLARATION OF INVESTIGATOR(S)

To be completed in duplicate and **ONE COPY** returned to the Secretary at Room 10004, 10th Floor, Senate House, University. Unreported changes to the application may invalidate the clearance given by the HREC (Non-Medical)

I/We fully understand the conditions under which I am/we are authorized to carry out the abovementioned research and I/we guarantee to ensure compliance with these conditions. Should any departure to be contemplated from the research procedure as approved I/we undertake to resubmit the protocol to the Committee. **I agree to completion of a yearly progress report.**

_____ Signature

_____/_____/_____ Date

PLEASE QUOTE THE PROTOCOL NUMBER ON ALL ENQUIRIES

Appendix B

HAMLET
FOUNDATION
PLACE OF HOPE

03 JUNE 2016

TO WHOM IT MAY CONCERN(WITS UNIVERSITY)

Dear Sir/Madam

RE: AVE RAMKARAN – RESEARCH WORK

The above mentioned is conducting his research study at the Hamlet Adult Centre and Hamlet Protective Workshop for intellectually disabled adults from April 2016 to December 2016. He has been accepted to conduct his research study at this Organization within that time frame. We are aware of his research study and acknowledge that he will only need a few participants.

Thank You

FHUMULANI NEPFUMBADA
SOCIAL AUXILLIARY WORKER)

158 North Road, Klipriviersberg, Johannesburg. PO Box 83224, South Hills, Johannesburg, 2136
Tel: (011) 613-8121 Fax: (011) 613-5465 Email: secretary@hamlet.org.za

Appendix C

SOCIAL WORK
THE SCHOOL OF HUMAN AND COMMUNITY DEVELOPMENT (SHCD)

Private Bag 3, Wits, 2050 • Tel: 011 717 4472 • Fax: 011 717 4473 • E-mail: socialwork.SHCD@wits.ac.za

Workplace Experiences of Persons with Intellectual Disabilities in Johannesburg: A Case Study of The Hamlet Foundation.

PARTICIPATION INFORMATION SHEET PERSONS PARTICIPATING IN INTERVIEWS

Good day,

My name is Ave Ramkaran and I am a post graduate student registered for the degree MA in Occupational Social Work at the University of the Witwatersrand. As part of the requirements for the degree, I am conducting research on the difficulties faced by persons with intellectual disabilities within the workplace, in Johannesburg. It is hoped that the findings of this research project could enhance the knowledge that social workers possess regarding what may some of these challenges are, and how to best combat it from the perspective of a person with a disability. I therefore wish to invite you to participate in my study.

Participation in this study is entirely on a voluntary basis and refusal to participate will not be held against you in anyway. If you agree to take part in this study, I shall arrange to interview you at the Hamlet Foundation, at a time that is suitable for you. The interview will last approximately 45 minutes and will entail you answering questions pertaining to your personal experiences of working among able bodied individuals. You may withdraw from the interview at any time and you may also refuse to answer any questions that you feel uncomfortable answering. Please be assured that this interview will ensure anonymity of the participant/s as you are not required to provide your name.

With your permission, the interview will be tape-recorded. No one other than my supervisor will have access to the tapes. The tapes and interview schedules will be kept for two years following any publications of for six years if no publication emanate from the study. Please be assured that your name and personal details will be kept confidential and no identifying information will be included in the final report. You will not be identified through your responses.

As the interview will include sensitive issues, there is the possibility that you may experience some feelings of emotional distress. Should you therefore feel the need for supportive counselling following the completion of the interview, I have arranged for this service to be provided free of charge by the Hamlet Foundation for Persons with Intellectual Disability in Regents Park, Johannesburg. They may be contacted at 011 613 8121, and ask to speak to Mr. James Manqele.

Please feel free to ask any questions regarding the study. I shall answer them to the best of my ability. I may be contacted on tel no. 081 559 8182, or my supervisor, Ms. Motlalepule Nathane-Taulela on tel no. 011 717 4471. Should you wish to receive a summary of the results of the study, an abstract will be made available on request.

Thank you for taking the time to consider participating in the study.
Yours sincerely pseudo
Mr. Ave Ramkaran

Appendix D

Workplace Experiences of Persons with Intellectual Disabilities in Johannesburg: A Case Study of The Hamlet Foundation.

CONSENT FORM FOR THE PARTICIPATION IN THE STUDY

I hereby confirm that I have been briefed on the research that Ave Ramkaran is conducting on the difficulties faced by persons with intellectual disabilities within the workplace, in Johannesburg. I understand what my participation in this research will involve. I understand that my participation is entirely voluntary. I understand that I have the right not to answer any questions that I do not feel comfortable with. I understand that I have the right to withdraw my participation in this research project, at any time without any negative consequences. I understand that my privacy and anonymity will be respected and ensured. I understand that any information I share will be held in the strictest confidence by the researcher.

Name of the participant: _____

Date: _____

Signature: _____

Name of the researcher: _____

Date: _____

Signature: _____

Appendix E

Workplace Experiences of Persons with Intellectual Disabilities in Johannesburg: A Case Study of The Hamlet Foundation.

CONSENT FORM FOR THE AUDIO-TAPING OF THE INTERVIEW

I hereby confirm that I have been briefed on the research that Ave Ramkaran is conducting on the difficulties faced by persons with intellectual disabilities within the workplace, in Johannesburg. I hereby consent to tape-recording of the interview. I understand what my participation in this research will involve. I understand that my participation is entirely voluntary. I understand that I have the right not to answer any questions that I do not feel comfortable with. I understand that I have the right to withdraw my participation in this research project, at any time without any negative consequences. I understand that my privacy and anonymity will be respected and ensured. I understand that any information I share will be held in the strictest confidence by the researcher. I understand that the tapes will be destroyed two years after any publication arising from the study. I understand that the tapes will be destroyed six years after completion of the study if there are no publications.

Name of the participant: _____

Date: _____

Signature: _____

Name of the researcher: _____

Date: _____

Signature: _____

Appendix F

Workplace Experiences of Persons with Intellectual Disabilities in Johannesburg: A Case Study of The Hamlet Foundation.

SEMI-STRUCTURED INTERVIEW REGARDING PARTICIPANTS EXPERIENCES WITHIN THE WORKPLACE

SECTION A

DEMOGRAPHICS

AGE OF PARTICPANT: .....

GENDER: MALE ☐ FEMALE ☐ Other…….....

RACE: Black ☐ White ☐ Coloured ☐ Indian ☐

Other.....

Interview questions

1. Where do you stay? Please be specific.
2. How many people do you live with?
3. Which school did you attend?
4. What is the highest grade completed?

SECTION B

1. Tell me more about the organisation that you work for.
2. How long have you been working at the workplace?
3. Tell me more about your job description at the workplace.
4. Have you worked anywhere else before? If so tell me more about the job?
5. Please describe your relationship with your manager and fellow workers.
6. Do you have friends within the workplace, if so how many friends?
7. Do you enjoy working in your workplace?
8. Have you ever felt like your manager or fellow workers are treating you differently to how they are treating the others? If so, please explain? (Positive and/or negative).
9. Do you have a mentor or a supervisor at the workplace?

10. Within the workplace, who supports and how does he/she support you?
11. Do you feel that your contribution is valued at work?
12. Have you received training from your workplace for the work that you are doing?
13. How do you travel to and from work?
14. Has anyone consistently troubled you in the workplace?
15. Do you remember what your feelings were the first time you started working at the workplace?
16. Can you please explain how your feelings are now?
17. Is there anything that you would like to change at your workplace so that you may be able to do your job to your full potential?

Thank You for Participating in the Study.