

THE DISABILITY DEVELOPMENT STRATEGY 2022/23 - 2026/27

Version 3.1 03 June 2022



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ACRONYMS

APP	Annual Performance Plan
B&P	Bursaries and Placements
COVID-19	Corona Virus
DG	Discretionary Grant
DHET	Department of Higher Education and Training
DTI	Department of Trade and Industry
EWP6	Education White Paper 6
EEA	Employment Equity Act
ERRP	Economic Reconstruction and Recovery Plan
HEDSA	Higher Education Disability Service Association
INDS	Integrated National Disability Strategy
NGOs	Non-Governmental Organisations
NSDS	National Skills Development Strategy
NSDP	National Skills Development Plan
PIVOTAL	Professional, Vocational, Technical and Academic Learning
PWD	People with Disabilities
RA	Reasonable Accommodation
SSP	Sector Skills Plan
SMMEs	Small, Medium and Micro Enterprises
PEPUDA	Prevention of Unfair Discrimination Act
W&R	Wholesale and Retail
W&RSETA	Wholesale and Retail Skills and Education Training Authority
WPRPWD	White Paper on Rights of People with Disabilities

DEFINITIONS AND CONCEPTS

Assistive Devices	Any device, product, equipment or tool that is designed or adapted to enable persons with disabilities to participate in activities, tasks or actions. They may include: (i) mobility aids such as wheelchairs, prostheses and crutches; (ii) Communication aids such as hearing aids, FM systems; (iii) Sensory aids such as white canes; noise reducing headphones and coloured lenses (iv) Technology aids such as computers for alternate and augmentative communication, screen readers, magnifiers, text in audio format (Department of Social Development, 2016).
Cooperatives	A cooperative is an independent association of persons who join forces to meet their economic, social and cultural needs and aspirations through a jointly owned and democratically controlled enterprise, organised and operated on cooperative principles (Department of Trade and Industry, 2016).
Disability	Disability is the disadvantage or restriction of activity caused by a society that takes little or no account of people who have impairments and thus excludes them from mainstream activity (Department of Social Development, 2016).
Disability Discrimination	Discrimination on the basis of disability means any distinction, exclusion or restriction of persons on the basis of disability, which has the purpose or effect of impairing or nullifying the recognition, enjoyment or exercise, on an equal basis with others, on all human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field. It encompasses all forms of unfair discrimination, whether direct or indirect, including denial of reasonable accommodation (Department of Social Development, 2016).
Disability Mainstreaming	Disability mainstreaming is a strategy for making the concerns and experiences of persons with disabilities an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs in all political, economic, and societal spheres so that persons with disability benefit equally” (Africa Disability Alliance, 2015).
Disablism	Describes the negative attitudes, behaviours, practices and environmental factors which discriminate (intentionally or unintentionally) against disabled people and create barriers to their equal participation in mainstream society (Department of Social Development, 2016).

Exclusion	Exclusion refers to the act of socially isolating or marginalising an individual or groups on the basis of discrimination by not allowing or enabling them to fully participate and be included in society and enjoy the same rights and privileges. This devaluation of and exclusion of individuals or groups results in keeping “others” outside of the prevailing social system and thus restricting their access to material, social, economic and political resources and rights (Department of Social Development, 2016).
Inclusion	Inclusion is regarded as a universal human right and aims at embracing the diversity of all people irrespective of race, gender, disability or any other differences. It is about equal access and opportunities and eliminating discrimination and intolerance for all. It is about a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can best fully participate in society with no restrictions or limitations (Department of Social Development, 2016).
Reasonable Accommodation	Reasonable Accommodation refers to equipment, practices or policies that enable an employee with a disability to succeed in the workplace. Examples of accommodation include additional equipment or modifications to existing equipment (e.g. modified keyboards), flexible hours of work or modified work schedule, additional training, etc (Department of Labour, 2015).
Skills	Skills are an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas (cognitive skills), things (technical skills), and/or people (interpersonal skills) (Venkateswarlu & Prasad, 2012).

1. INTRODUCTION AND BACKGROUND

Over 2.8 million people have a disability in South Africa, yet they are reportedly the most marginalised. It does seem that employers are inclined to be recalcitrant to the efforts as directed by legislative imperatives. According to a report by the Commission for Employment Equity (CEE), 2019, people with disabilities are least represented in the South African labour market and access remains a challenge. South African people with disabilities are featured more prominently in the public sector, compared to the private sector. Disabilities are also more prevalent among females compared to males (8.9% and 6.5% respectively) and training initiatives must therefore encourage women participation. To respond to some of the challenges facing people with disability in the W&R sector, the W&RSETA has identified disability as a sector priority, with a high focus on females with disabilities.

The Strategic Policy Framework on Disability for the Post-School Education and Training (PSET) system provides guidance with regard to the improvement of access to and success in post-school education and training for people with disabilities. The strategic policy framework aims to ensure transformation and redress with regard to full inclusion, integration and equality for persons with disabilities in the post-school education and training system (Department of Higher Education and Training (DHET), 2018). According to the National Skills Development Strategy (NSDS) III, despite commitments from NSDS I and II to increase opportunities for training and skills development for persons with disabilities, the country is still far from achieving its goals in this regard.

With unemployment figures in South Africa having reached an all-time high mark, it is of utmost importance that all stakeholders partake in initiatives to curb the unemployment rate. Each year, the number of people entering the labour force increases, but the number of available jobs is diminishing. The South African unemployment statistics for the second quarter of 2021 showed an alarming 34.4%, with the most vulnerable groups being African Females, Youth (aged 15-24 years) and the Disabled people. The expanded definition of unemployment – which includes those discouraged from seeking work has increased to 44.4%. The youth unemployment rate, measuring job seekers between 15 and 24 years old, hit a new record high of 64.4% (source: Statistics South Africa, 2021).

The Integrated National Disability Strategy indicates that many people with disabilities are frustrated about relying on welfare benefits, such as the Disability Support Pension [DSP], despite having the ability and readiness to work. The current government intervention efforts to train and develop people with disabilities do not seem to be making much headway. The government has admitted that, despite the huge investment in support structures and training of people with disabilities, there is little appreciable positive impact evident as people with disabilities are still facing many obstacles in finding employment. Entering the world of work is part of a major challenge which includes factors such as lack of exposure to education and training, need for skills (soft and technical) and the non-conducive environment at work.

People with disabilities are excluded from the mainstream of society and experience difficulty in accessing fundamental rights. They are most likely to be unemployed and bear the brunt of poverty and inequality. Their dependence on family networks is precarious given the extent of unemployment and under employment (Source: National Planning Commission, 2012). As a result of various barriers, majority of people with disabilities are not able to develop to their full potential. They are often viewed as being unproductive and a burden, but this need not be the case. Where there's some effort to hire persons with disabilities, they are reduced to menial repetitive jobs that do not require mental engagement, with no career pathing and expectation for further growth opportunities..

The National Development Plan identifies the most notable barriers to people with disabilities accessing work as follows:

- (a) Physical barriers, which may prevent persons with disabilities from accessing educational facilities;
- (b) Information barriers, which may leave persons with disabilities without the use of essential educational materials. Communication barriers in educational settings, which may prevent persons with disabilities from accessing information and/or participating fully in the learning experience; and
- (c) Attitudinal barriers, which may lead to assumptions about the capabilities of persons with disabilities, and whether it is wise to commit resources to their education. This can lead to people with disabilities receiving sub-standard education or even being denied access to education, a problem that especially affects girls and women with disabilities.

The Employment Equity Act Code of Good Practice for people with disabilities indicates that discrimination is socially constructed, and therefore it can be avoided by providing information that can ensure better knowledge, awareness and understanding challenges that people with disabilities are faced with. The code of good practice also identifies stereotypes, fear and ignorance as some of the factors that lead to people with disabilities being discriminated against. The following are identified as factors that perpetuate unfair discrimination for people with disabilities:

- (a) Unfounded assumptions about the abilities and performance of people with disabilities;
- (b) The use of selection tests that discriminates against people with disabilities;
- (c) Inaccessible workplaces; and
- (d) Inappropriate training for people with disabilities.

There is an urgent need to formulate explicit strategies for training, skilling, removing barriers, creating conducive working environments, structural accessibilities and providing gainful employment for persons with disabilities.

2. APPLICABLE LEGISLATION AND PRESCRIPTS

2.1 The Constitution of the Republic of South Africa

The Bill of Rights enshrined in the Constitution of the Republic of South Africa (Act 108 of 1996) informs our democracy. It protects the rights of all people in South Africa and affirms the democratic values of human dignity, equality and freedom. The Bill of Rights therefore underpins the support that must be provided to People with Disabilities.

2.2 The National Skills Development Plan (NSDP)

The National Skills Development Plan (NSDP) was developed to ensure that South Africa's workforce has suitable, high-quality skills that will add value to the economic growth, creation of employment and social development by improving basic and technical skills provided through the education system, focusing particularly on Previously Disadvantaged Individuals (PDIs) and minority groups (DHET, 2019). Furthermore, it states that cooperatives are intended to provide economic benefit through collaboration and economies of scale thereby reducing input,

operational and distribution costs while the skills levy institutions will actively support skills development needs of entrepreneurs and cooperatives within their sectors, with particular focus on the unemployed, youth, women and people with disabilities (DHET, 2019).

The NSDP supports the transformational and redress imperatives in South Africa through a strong focus on addressing equity in relation, amongst others, to class, gender, race, youth, geography and disability (DHET, 2019).

2.3 Employment Equity Act 55 of 1998, The Code of Good Practice for people with disabilities

The Employment Equity Act protects persons with disabilities against unfair discrimination in the workplace and directs employers to implement affirmative action measures to redress discrimination (source: Code of Good Practice for people with disabilities, 2015). The Code of Good Practice for people with disabilities provides a guide for employers and employees on the promotion of equal opportunities and ensuring fair treatment for persons with disabilities as required by the Act. The code also assists in creating awareness of the contributions persons with disabilities can make and to encourage employers to fully utilise the skills of such persons. In addition, the code provides guidance on the considerations for the provision of reasonable accommodation for persons with disabilities.

2.4 An Integrated National Disability Strategy

The Integrated National Disability Strategy indicates that many people with disabilities are frustrated about relying on welfare benefits, such as the Disability Support Pension (DSP), despite having the ability and readiness to work. The current government intervention efforts to train and develop people with disabilities does not seem to be making much headway. The government has admitted that, despite the huge investment in support structures and training to people with disabilities, there is little appreciable positive impact evident as people with disabilities are still facing many obstacles in finding jobs. Entering the world of work is part of a major challenge which includes factors such as lack of exposure to education and training, need for skills (soft and technical) and the non-conducive environment at work.

The government is relying on all responsible citizens to take part in the protection of the rights of people with disabilities. Private business and government must use all machinery in their power to ensure inclusivity of all citizens in the economy. With the realization that exclusion of persons with disabilities in the economy robs the country of an able workforce, for the longest time, denial of the rights of others to be part of the economy has belittled persons with disabilities, and only succeeded in bringing shame and poverty to their already difficult circumstances. The Integrated National Disabilities Strategy advances the following objectives amongst others:

- The unemployment gap between non-disabled and disabled job-seekers must be narrowed;
- Conditions must be created to broaden the range of employment options for people with disabilities so as to provide them with real possibilities of occupational choice; and
- The vocational integration of people with disabilities must be facilitated, whatever the origin, nature or degree of the disability(ies).

The W&RSETA Disability strategy must endeavour to be all encompassing, bringing all stakeholders together in order to achieve the end goal. Removal of barriers, equality of opportunities, provision of Reasonable Accommodation, easing of the criteria within the prescripts of the law, should be understood and embraced by all parties that participate in the intended programmes.

2.5 National Development Plan (NDP)

In line with the priorities of the National Development Plan, people with disabilities must have enhanced access to quality education and employment. Efforts to ensure relevant and accessible skills development programmes for people with disabilities, coupled with equal opportunities for their productive and gainful employment, must be prioritised (National Planning Commission, 2012: 52). Chapter 9 of the NDP: Improving education, training and innovation states that *“Education provides knowledge and skills that people with disabilities can use to exercise a range of other human rights, such as the right to political participation, the right to work, the right to live independently and contribute to the community, the right to participate in cultural life, and the right to raise a family. Ensuring that all children with disabilities have access to quality education will help South Africa meet its employment equity goals in the long run”* (National Planning Commission, 2012).

2.6 The White Paper on Rights of Persons with Disabilities

The White Paper on the Rights of Persons with Disabilities provides the strategic approach and pillars for realising the rights of people with disabilities, which is key for ensuring transformation that is in favour of people with disabilities and other marginalised groups in South Africa. As a policy, it dictates what is permissible and encouraged in creating inclusive spaces that provide equal advantages and opportunities for people with disabilities, as it does for others. It highlights nine aspects that are key for ensuring transformation in this area, which also address the right to access to decent work and employment opportunities, and the recognition of people with disabilities as owners of the economy (Department of Social Development, 2016). The planning, implementation, and performance of the W&RSETA in transformation, particularly for people with disabilities, should be measured against these key pillars and the prescription of the policy.

2.7 Promotion of Equality and Prevention of Unfair Discrimination Act (PEPUDA) 4 of 2000

PEPUDA recognises the need to address systemic discrimination and specifically aims to ensure the 'eradication of social and economic inequalities'. Section 9 of PEPUDA prohibits unfair discrimination on the ground of disability, including:

- (a) denying or removing from any person who has a disability, any supporting or enabling facility necessary for their functioning in society; and
- (b) failing to eliminate obstacles that unfairly limit or restrict persons with disabilities from enjoying equal opportunities or failing to take steps to reasonably accommodate the needs of such persons.

2.8 Strategic Policy Framework on Disability for the Post-School Education and Training (PSET) System

The Strategic Policy Framework on Disability for the Post-School Education and Training System creates an enabling and empowering environment across the PSET system. The framework sets

norms and standards for the inclusion of students and staff with disabilities in all aspects of university, college and skills development life, including academic studies, culture, social life, sport and accommodation. The intention of the framework was to create an inclusive PSET system for people with disabilities; guide PSET institutions in the creation of an enabling environment for people with disabilities; and provide the DHET with a monitoring and evaluation instrument to ensure that disability compliance is mainstreamed in all PSET institutions.

2.9 W&RSETA Disability Policy

The W&RSETA Disability Policy aims to ensure an appropriate approach and enabling environment for people with disabilities that are either W&RSETA employees or are seeking employment with W&RSETA (W&RSETA, 2016). The efforts of W&RSETA in introducing interventions, such as PIVOTAL Programmes for the realisation of transformation, as well as the work environment of the SETA are informed by the White Paper on People with Disabilities and other relevant policies and legislation. As with the White Paper, the policy highlights both the rights and responsibilities of people with disabilities, as both are key for ensuring a system of checks and balances and ensuring that the set targets adequately address the needs and gaps identified.

2.10 W&RSETA Skills Development Grant Policy

The function of the Approved Skills Development Grants Policy is to ensure that the financial resources set towards skills development grants, for initiatives such as PIVOTAL Programmes, are used appropriately and transparently towards the targets, as prescribed by Section 2 of the Skills Development Act and the criteria put in place in the SETA Grant Regulation of 2012 (W&RSETA, 2019). The policy looks at the management and disbursement of grants, the apportioning of skills levies received, the disbursement of mandatory and discretionary grants and provides a costing model that is aligned to the APP targets of the W&RSETA (W&RSETA, 2019).

3. W&RSETA MANDATE, VISION AND MISSION

3.1 Mandate

The Wholesale and Retail SETA (W&RSETA) is a schedule 3A public entity and derives its mandate from the Skills Development Act No. 97 of 1998 (as amended). The SETA is responsible for supporting skills development in the wholesale and retail sector in South Africa, through the disbursement of grants to facilitate the implementation of learning Programmes and monitoring of education and training (as outlined in the Act), in accompanying regulations and the National Skills Development Plan (NSDP).

3.2 Vision

To be the leader in skills development in the country.

3.3 Mission

To develop a skilled, capable, competent, and professional workforce to transform the Wholesale and Retail sector.

4. SITUATIONAL ANALYSIS

4.1 Overview of Programmes for People with Disabilities

The term “disability”, according to the International Labour Organisation’s (ILO) Code of Practice on Managing Disability in the Workplace, is used to refer to “an individual whose prospects of securing, returning to, retaining and advancing in suitable employment are substantially reduced as a result of a duly recognized physical, sensory, intellectual or mental impairment” (ILO, 2011). However, this definition is not static and continues to evolve to cover the idea that people with disabilities also include “those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others” (ILO, 2011).

Over the years, the education system has been the main means for preparing people for the workforce, however, there has been an increasing disconnect between the content-driven education model largely developed in the 19th century and today’s rapidly evolving skills-based world of work leaving a misalignment between education and hiring for changing skills (Deloitte, 2018). This has led to increased challenge relating to the supply and demand of skills for the

workplace. This is particularly challenging for countries with relatively large inequality gaps and high unemployment rates, such as South Africa.

Considering the abovementioned definitions, each workplace has the responsibility to provide people with disabilities the enjoyment and access that able bodied individual's experience, in line with human rights. This can be achieved through the provision and purchase or development of products, infrastructure and programmes that are tailored to ensure that all staff members, particularly those with disabilities, are without unfair practices or biases in their work environment that do not enable them to produce their work with the same level of ease and comfort. While products and infrastructure are helpful in creating this balance, programmes are of a different nature. Programmes ought to be tailored to respond to certain needs, gaps or challenges and have intended immediate and/or ultimate outcomes.

People with Disabilities are the least represented across the South African workforce, despite the commitment by companies to comply with the Employment Equity Act 55 of 1998 (EEA). The EEA serves two (2) key purposes, one of which is 'implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupation categories and levels in the workforce' (Department of Labour, 2004). The figures in the 20th Commission for Employment Equity Annual Report for 2019/20 show that the representation of People with Disabilities is extremely low, with an average representation percentage of 1% across the workforce since 2015 (CEE, 2019/20). This illustrates that the action taken towards transformation and equity in the workplace is taking place at a much slower pace than it should.

The figures for the W&R sector were not much different either, as the sector only had slightly less than 1,2% employees that represent People with Disabilities (W&RSETA APP, 2021/22 - 2023/24). This is concerning considering that People with Disabilities are one of the annual SSP priority areas. However, the SETA's strategy highlights the challenge faced by People with Disabilities and is geared towards highlighting this to the W&R sector, to assist in accelerating developmental programmes that are meant to alleviate the gaps in the statistics alluded to. A challenge with the transformation interventions set for People with Disabilities, and other individuals in marginalised groups, is that although the interventions are targeted, the impact imparted does not always translate as well in employment as it does in academics and training.

There is still a highly visible margin in the representation of Persons with Disabilities and able-bodied people.

An integral part of increasing access to the workplace for people with disabilities is in developing programmes that are based on reframed workplace possibilities for people with disabilities. This is especially relevant as there are sometimes misconceptions around work productivity and disability, such as the idea that hiring people with disabilities could lead to a loss of productivity, leading to a negative financial impact. This is a challenge that programmes can aid in.

4.2 Support for People with Disabilities

An Impact Assessment Study conducted by W&RSETA on PIVOTAL Programmes indicated that there were very few people with disabilities that had entered PIVOTAL Programmes. Only 170 people with disabilities entered Learnerships in 2017/18 and 92 completed the programmes, which translates to a 54,1% completion rate. Moreover, seven (7) people with disabilities entered skills programmes and one (1) completed, with a completion rate of 14%.

The publication titled the “*Making the future of work inclusive of people with disabilities*” explores inclusivity for people with disabilities in the workplace. Similar to the White Paper on People with Disabilities, the publication explores a rights-based approach to inclusivity in the work place. It shows that there are 28% more people without disabilities in the labour market and that people with disabilities are 8,5% at higher risk of poverty and social exclusion, while the workplaces all around the world are working towards transformation (ILO BDN, Fundación ONCE & Disability Hub Europe Technical Secretariat, 2020). It brings in a platform to compare what is going on across the globe against what South Africa, particularly the W&R sector planned for transformation, to better inform how realistic and obtainable the targets are.

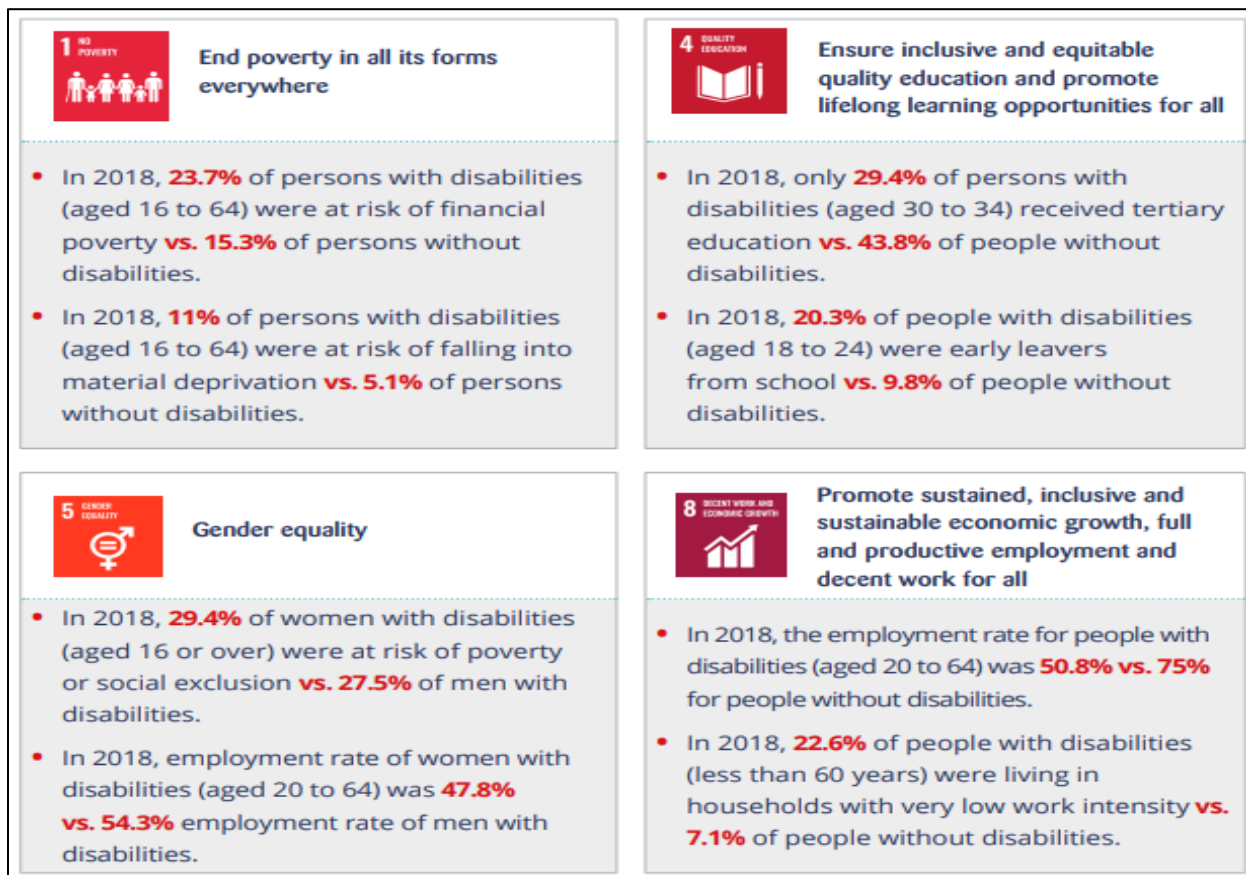
4.3 Access for People with Disabilities

According to a report titled “*An inclusive Digital Economy for People with Disabilities*” (ILO, 2021), people with disabilities are more likely to experience living under significantly lower socio-

economic status in comparison to the overall population. The figure below shows the current state of the work environment for people with disabilities according to four Sustainable Development Goals (SDGs), which are:

- One: No poverty;
- Four: Quality education;
- Five: Gender Equality; **and identify suitable jobs for PWDs**
- Eight: Decent work and economic growth

SDGs Relating to People with Disabilities



4.4 Key achievements for People with Disabilities Skills Development and Support by the W&RSETA

The development of people with disabilities has been one of the W&RSETA's main priorities since 2003. The programmes are intended to help people with disabilities to take part in the mainstream

economy. The W&RSETA was the first SETA to pilot and implement a learnership programme for people with disabilities and has collaborated with W&R companies to provide skills development opportunities for the disabled. The disability programme focuses on skills development and sensitisation for employers and employees on the unique needs of people with disabilities and how to accommodate them in the workplace (*source: W&RSETA 2019/20 Annual Report*).

In 2018/19, the W&RSETA approved a budget to train 400 unemployed learners and 200 employed learners on the Wholesale and Retail Stock Control Retail Outlet at NQF level 3, Wholesale and Retail Chain Store Operations at NQF level 2 and Wholesale and Retail Operations at NQF level 2 Learnerships. The output related to this outcome was to facilitate innovative workplace-based learning opportunities within the sector, measured by the number of unemployed learners registered in NQF 2-5 Learnerships or Occupational Programmes addressing W&R Hard-to-fill-vacancies (HTFVs) as identified in the SSP annually. The actual audited performance was indicated to be 2 239 in the year 2016/17, 2 479 in the year 2017/18, 2 100 in the year 2018/19 and 7 903 in the year 2019/20. It was planned at an estimated performance of 3 000 for the year 2020/21 and the actual audited performance exceeded the target by 19,83%, as the actual audited performance was 3 596. Of this performance, 4,45%, which is 160 individuals, were persons with disabilities (*source: W&RSETA 2019/20 Annual Report*).

In the 2020/21 financial year, the Entrepreneurship for People with Disabilities Project was implemented addressing unemployed youth with disabilities, with the aim of enabling learners to realise their ability to participate actively in the economy and the sector. A total of 50 learners were registered for the Wholesale and Retail Operations NQF Level 2 learnership, and two (2) learners dropped out of the programme. Through this project, learners have been exposed to skills that will not only make them employable, but can be used to start and manage their own businesses. Exposure to the workplace environment will improve workforce skills and has the potential to lead to employment.

The table below shows the support that has been provided by the W&RSETA to people with disabilities between 2018/19 and 2020/21:

Indicator	2018/19	2019/20	2020/21
Number of unemployed learners registered in NQF 2–5 learnerships or occupational Programmes addressing W&R HTFVs as identified in the SSP annually	-	282 (4%) of the overall target achievement for all categories)	160 (4.45% of the overall target achievement for all categories)
Number of unemployed learners completing NQF 2 to 5 learnerships and/or occupational programmes addressing W&R Scarce Skills as identified in the SSP	-	83 (4%) the overall target achievement for all categories)	-
400 unemployed (18.2) persons with disabilities are registered and 320 complete NQF 2 Wholesale and Retail programmes	311	-	-
200 employed persons with disabilities are registered and 160 complete NQF 3 – 4 Wholesale and Retail programmes	46 employed Registered	-	-

Source: W&RSETA 2018/19 to 2020/21 Annual Report

4.5 Major Challenges Experienced in implementing Skills Development and Support programmes for People with Disabilities

One of the challenges experienced with the transformation interventions put in place for People with Disabilities, and other individuals in marginalised groups, is that although the interventions are targeted, the impact imparted does not always translate well in employment as it does in academics and training. There is still a highly visible margin in the representation of Persons with Disabilities and able-bodied people (Source: W&RSETA Strategic Plan). The other challenge with the implementation of projects that are meant for people with disabilities was the reluctance by the stores to host learners due to the COVID-19 pandemic and the risks associated with comorbidities.

- **Recruitment and selection processes**

A study conducted by Redflank in 2021/22 financial year on behalf of the W&RSETA relating to the Programmes on People with Disabilities found that “*many employers still perceive persons with disabilities as less productive than persons without disabilities*”. Recruitment of PWD should follow a more purposeful approach, which include sensitising employers about PWD and engaging them about the economic benefits that could come from employing PWD. In addition, employers should ensure that job descriptions and applications are available in alternate formats and postings for language that could be seen as discriminatory or excluding people with disability should be reviewed.

- **Career Pathing for people with disabilities**

It has been found in a study conducted by Redflank in 2021/22 financial year on behalf of the W&RSETA that learners may not be aware of the opportunities for PWDs in the sector. Regarding PWDs, not all opportunities may be suitable for all disabilities, but this should not deter PWDs from pursuing those opportunities that may be more suitable. Many learners, whether they are PWDs or not, are not aware of opportunities with the W&R sector. Integrating career path guidance for PWDs, with different types of disabilities, into the broader career guide, may encourage more PWDs to enter the sector.

4.6 The Role of Technology

The world is beginning to see a growing digital transformation, especially as a result of COVID-19, which brought restrictions in movement and travel globally, and the introduction of the Fourth Industrial Revolution (4IR), which is building further on the Third Industrial Revolution with elements such as Artificial Intelligence (AI) and the Internet of Things (IoT), for example. However, with such changes come the challenges of ensuring that the change takes place progressively across the world, not leaving behind minority groups, particularly the estimated more than one billion persons with disabilities across the globe (ILO, 2021).

The workplace has also seen changes with the movement towards digital transformation, through people working remotely and having to adapt to new online and technological ways of conducting businesses. Similar to other sectors, the W&R Sector has had to adapt embrace the adoption of 4IR enabling technology, as well as a focus on eCommerce and digitisation towards reaching their ‘socially distant’ market places. Socially, consumers have reduced their “touchpoints” and

frequency of attending closed and crowded brick and mortar locations. Their consumption patterns and the way in which the W&R sector interacts with their customers (new channel and omni-channel integration) have also changed. It has been noted that while different generations use technology differently, they expect their retailer to be using it effectively to understand their needs and deliver the right experience; if their expectations are not met, they will move right along – and they rarely give a second chance (Bizcommunity, 2020).

In order for employees within the W&R sector who have disabilities to adapt, it is suggested that a focus be placed on the following:

- ensuring accessibility for people with disabilities;
- promoting digital skills amongst people with disabilities and lastly, promoting the digital employment of people with disabilities.

The implementation of the three elements should take place through different stakeholder actions, where stakeholders can include public authorities, businesses within the digital industry, social initiatives and organisations, academics and institutions that represent people with disabilities. Furthermore, partnerships between these stakeholders can be more beneficial for the integration of 4IR in the workplace. When considering the role of 4IR in increasing access for PWDs to the labour market, it is important to consider two core aspects:

- There are a variety of disabilities that individuals may face, each with their own limitations and opportunities, as such, a one size fits all approach should be avoided.
- A purposive approach to harness the opportunities from 4IR should be developed. This will avoid unintended consequences and ensure the majority of needs are taken into account.

4.7 The impact of COVID-19 in implementing programmes for People with Disabilities

The COVID-19 pandemic is an unprecedented health and economic global emergency that rapidly transforming the lives of all across the world. Its impact on the economy has also mandated significant changes to retail and commerce. The changes brought by the COVID-19 pandemic changed the way in which business is conducted and how consumers and retailers responded to these changes is different. Retailers across the world have experienced a significant shock to both supply and demand on an unprecedented scale due to COVID-19, compounded by government measures which restricted the movement of people and goods.

People with disabilities are vulnerable and have special needs. The COVID-19 pandemic came with a number of restrictions, which also meant that some programmes for people with disabilities suffered the negative impact of the pandemic.

4.8 Economic Reconstruction and Recovery Plan (ERRP) Skills Strategy

The government has developed an Economic Reconstruction and Recovery Plan (ERRP) as part of its response to the devastating impact of COVID -19 global health pandemic on the economy and its effects on deepening current levels of unemployment, poverty and inequality. The skills strategy was developed in response to the ERRP with the aim to identify the skills implications of the ERRP. The skills strategy also outlines the ways in which the post school education and training system, together with other key role players, will ensure that skills that are required to implement the plan are available (DHET, 2021). People with disabilities were hard hit by the COVID-19 pandemic, making it crucial for the skills strategy to be taken into consideration when planning and implementing W&RSETA's programmes in support of people with disabilities. The ERRP entails ten (10) interventions as follows:

- Intervention 1: expand the provisioning of short skills programmes (both accredited and non-accredited) to respond to skills gaps identified in this strategy.
- Intervention 2: enable the provisioning of short skills programmes (both accredited and non-accredited) that responds to skills gaps identified in this strategy.
- Intervention 3: expand the provisioning of workplace-based learning (WBL) programmes to respond to occupational shortages and skills gaps identified in this strategy.
- Intervention 4: increase enrolments in qualification-based programmes that respond to occupational shortages identified in the strategy.

- Intervention 5: review and revise education and training programmes to respond to occupational shortages and skills gaps identified in this strategy.
- Intervention 6: update the draft Critical Skills List and associated regulatory mechanisms.
- Intervention 7: strengthen entrepreneurship development programmes.
- Intervention 8: embed skills planning into economic planning processes and vice.
- Intervention 9: facilitate the use of the National Pathway Management Network (PMN) in the PSET system.
- Intervention 10: strengthen the post school education and training (PSET) system.

4.9 Sectors Experiencing High Levels of Exclusion

A study conducted at the University of Pretoria found that companies who had a combined employee total of 127 123 employed 914 persons with disabilities, which represented less than 1% of their combined total (0.72%). The W&R sector is no exception, as it has failed to achieve mainstreaming targets for people with disabilities. Barriers that have been identified include:

- Physical Barriers (built environment)
- Non alignment of internal regulatory machinery and processes
- Discrimination and Negative Attitude (Disablism)
- Employer ignorance and Prejudice
- The cost of Reasonable Accommodation
- Lack of a skilled pool of PWDs

4.10 Addressing perceptions about people with disabilities

The major shift is on how persons with disabilities are viewed, doing away with the medical perspective, which was heavily inclined towards provision of welfare, to the human rights development model which emphasises development and improvement of their participation in the mainstream economy. Disabled people organised themselves into groups and raised awareness, advocating for more rights and recognition. The White Paper on Rights of Persons with Disabilities represents government's thinking on what can be done to reduce the marginalisation of persons with disabilities and what can be done to protect their rights and remove bias.

The over concentration on the medical needs for people with disabilities has led to their social needs being overlooked, thus deepening their poverty even further. The paradigm shift from

focusing on medical needs to social needs has seen disability being approached from a social and human rights issue, requiring elevation from handing out grants to levelling the playing fields and providing equal opportunities for all. Further to this, the medical model was created and managed by non-disabled people, to deliver what they term “caring” for the disabled, resulting in disempowerment of persons with disabilities, and paired it with a welfare solution.

5. INTENDED IMPACT AND OUTCOMES OF THE STRATEGY

5.1 Impact

The impact of the Disability Development Strategy is in line with the W&RSETA’s impact as identified in the 2020/25 Strategic Plan as “A well-skilled workforce contributing towards a transformed, agile and thriving wholesale and retail sector”. The Disability Development Strategy therefore aims to ensure capable People with Disabilities within the W&R sector through mainstreaming skills development and support programmes.

5.2 Outcomes

The Disability Development strategy is founded on the Outcomes of the NSDP and the W&RSETA identified in the Strategic Plan 2020/25 as follows:

NSDP Principles	W&RSETA Outcomes (SSP)
<p>Principle 5.3: Advancing an equitable and integrated system</p> <p>The NSDP supports the transformational and redress imperatives in SA through a strong focus on addressing equity in relation, amongst others, to class, gender, race, youth, geography and disability.</p>	<p>SSP Priority 6: Sector Transformation, including Training and Employment of People with Disabilities (PWD)</p>

6. DISABILITY DEVELOPMENT STRATEGY VALUE PROPOSITION

Disabilities support programmes do not work in isolation, and in order to realise the impact, there must be alignment with other programmes and strategies of the W&RSETA. This includes alignment with Career Guidance programmes, Bursaries processes as well as SMMEs and Entrepreneurship programmes as outlined below:

6.1. Disabilities Development through Career Guidance

Career development support encompasses a number of activities which provide support to individuals in achieving successful and fulfilling careers. Career development activities are crucial in achieving the balance between personal objectives linked to living a happy, secure and accomplished life and growth oriented objectives linked to talent management, productivity and innovation. Research on career guidance conducted by the W&RSETA highlighted that entrepreneurs with a longer period of exposure to entrepreneur education tend to be more successful entrepreneurs or tend to earn higher salaries if in employment.

Of importance is the ability for career guidance to empower vulnerable individuals to conduct livelihood planning, be entrepreneurial and develop sustainable businesses. In implementing its Integrated Career Guidance Strategy, the W&RSETA should put into place career guidance initiatives for people with disabilities and those who would want to venture into businesses. Career guidance can include a wide range of activities, such as skills assessments, advice, and information, mentoring, counselling and networking amongst others. Those in the informal economy and rural areas are usually unaware of the possibilities they may have to access opportunities, and this is where career guidance can play a role.

6.2 Disability Development through unemployed and Employed Bursaries Programme

The SETA provides bursaries for employed and unemployment beneficiaries for qualifications that aligns with the W&R sector. It would be important for the SETA to ring-fence a target for bursaries that should be provided to unemployed and employed People with Disabilities who want to obtain formal qualifications that can enable them to be employable with the aim of career progression in the W&R Sector.

The Disabilities Development Strategy must demonstrate how mainstreaming of people with disabilities will be ensured in all B&P projects. The implementation plan of the strategy must be inclusive of targets/ allocations per participating institutions or partnerships institution. The B&P Strategy will furthermore make provision for Special Disability Bursary projects as per need.

6.3 Mainstreaming of SMMEs owned by People with Disabilities and Rural Based SMMEs

People with Disabilities are the least represented across the South African workforce, despite the commitment by companies to comply with the Employment Equity Act 55 of 1998 (EEA). The EEA serves 2 key purposes, one of which is 'implementing affirmative action measures to redress the disadvantages in employment experienced by designated groups, in order to ensure their equitable representation in all occupation categories and levels in the workforce' (Department of Labour, 2004). A challenge with the transformation interventions set for People with Disabilities, and other individuals in marginalised groups, is that although the interventions are targeted, the impact imparted does not always translate as well in employment as it does in academics and training. There is still a highly visible margin in the representation of Persons with Disabilities and able-bodied people.

The figure below provides inter-linkages between Career Guidance, B&P, SMME, Entrepreneurship and Disabilities Programmes:

Disabilities Programmes

Career guidance, B&P, SMMEs and Enterprenuership projects ensures that people with disabilities benefit without being disadvantaged. To ensure mainstreaming of people with disabilities into career guidance, B&P, SMME and Enterprenuership, targets should be set which are biased towards people with disabilities. It is crucial that programmes for people with disabilitiesa are not implemented as an afterthought.

Career Guidance. Provide learners at School level with information through face-to-face exposure and digital platform and vacation opportunities, as experience to assist them in making the right career choice. This is done through various processes e.g. Capacitation of Career guidance teachers at school level, Mentorship, Counselling, Information sharing sessions via career expos, exposure to jobs and experiences etc

Bursaries programme.

Grade 12 learner progresses to Post school level offered a bursary to study a W&R relaed qualification. Learner support is still offered via programmes at HET/TVETC where the learner is registered. Student complete her degree/diploma and becomes a graduate.

Graduate Placement. A graduate is placed with employer to obtain workplace experience. Graduate is paid an allowance to remain in the workplace for a period of 12 months until they complete the Workplace experience programme and is ready to enter the World of work.

SMMEs and Entrepreneurs Development. SMME's and Entrepreneurs are supported through skills development initiatives.

7. LESSONS LEARNED AND RECOMMENDATIONS FROM THE IMPACT STUDY ON DISABILITIES PROGRAMMES IMPLEMENTED BY THE WS&RSETA

A study conducted on the impact of disabilities programmes implemented by the W&RSETA provided the following lessons learned:

	Focus Area	Key Lesson Learned	Recommendation
1	Positive Practices	<p>This Impact Study has highlighted a number of positive aspects, such as:</p> <ul style="list-style-type: none"> ○ Provision of certification ○ Contributing towards the permanent employment of PWDs in the W&R Sector ○ Correct Placement of learners - matching skills with relevant roles ○ Providing a stepping stone for PWDs towards a career within the W&R Sector 	<ul style="list-style-type: none"> • The W&RSETA should continue these positive practices, propagate them (for instance, through knowledge sharing sessions), and create awareness of successes to foster support and uptake.
2	Recruitment of learners	<p>The process of recruiting PWDs for learning programmes appears to be undertaken independently by employers with minimal input from the SETA</p>	<ul style="list-style-type: none"> • It is advised that the SETA take a more active role in ensuring the recruitment of suitable learners. One such way could be by providing employers with a database, or access to learners with disabilities, thus limiting the strain on employers to find suitable PWDs for the respective W&RSETA programmes. • The SETA should bolster partnerships with employers, training providers and other stakeholders to increase their capacity to train and absorb learners. These interventions should assist with increasing the absorption of graduates into the workforce.
3	Structure of courses	<p>Programmes appear to be structured without input from industry experts and leaders within the W&R Sector</p>	<ul style="list-style-type: none"> • It is advised that the W&RSETA invest in programmes that involve industry experts directly imparting their expertise and knowledge to learners as guest lecturers in addition to learners receiving exposure via the lecturers who are capacitated by industry experts
4	Financial Support to PWDs	<ul style="list-style-type: none"> • Stipend amounts are often relatively low, and learners have difficulty getting by with what they deem to be the bare minimum. 	<ul style="list-style-type: none"> • Consider enrolling fewer learners at better pay in order to maximise tight budgets. This may assist in creating a more quality, impactful experience that can repay itself in employment and entrepreneurship gains.

	Focus Area	Key Lesson Learned	Recommendation
		<ul style="list-style-type: none"> While most stipends are paid on time, some are not, and this has a major impact on learners. 	<ul style="list-style-type: none"> Expedite payments by streamlining processes. The SETA should embark on a Business Process Analysis exercise to see where efficiencies and effectiveness can be gained
5	Consistency in funding PWD Programmes	Employers are of the view that disability-specific funding is not made as consistently available as funding for other programmes, despite the SETA having disability funding policies in place.	<ul style="list-style-type: none"> This may be a matter of advertising this funding more widely.
6	De-stigmatising PWDs	Some employers think that PWDs are not as capable of climbing the ranks in the W&R Sector	<ul style="list-style-type: none"> Experience in other countries shows the importance of engaging the private sector and building the confidence of companies to hire and retain workers with disabilities. Employing persons with disabilities has been shown to be a part of wider workforce diversity which has concrete economic benefits for private companies, including more effective problem solving, increased innovation, staff commitment and a more positive reputation among clients, business partners and society at large. In addition to the work with individual companies, engagement of employers' associations, including those that represent small and medium-sized enterprises, as well as with trade unions has shown to have great potential to promote the employment of persons with disabilities. Trade unions can contribute to the employment of persons with disabilities by negotiating provisions in collective bargaining agreements that facilitate their employment and retention and by promoting an inclusive workplace environment.
7	Programme Advocacy and Awareness	Organisations are not always aware of the full scope of support as well as skills development interventions offered by the W&RSETA, particularly regarding interventions offered for PWDs	<ul style="list-style-type: none"> The existing marketing channels should be continuously reviewed through a Stakeholder/ Customer Satisfaction Survey (CSS). Amongst other aspects, the CSS should enquire with beneficiaries/ applicants about how they heard about the learning programmes. This will allow the W&RSETA to have insight into those marketing channels and advocacy programmes which are most effective, and those which are not.

8. PRIORITIES OF THE DISABILITY DEVELOPMENT STRATEGY

The strategy identified five priority areas as follows:

- 8.1 Priority 1:** Increase participation of persons with disabilities in the W&RSETA skills development programmes across all levels
- 8.2 Priority 2:** Formalise partnerships with relevant institutions pursuing same goals
- 8.3 Priority 3:** Create awareness of the W&RSETA funded programmes
- 8.4 Priority 4:** Benchmarking with / from successful similar organisations and institutions
- 8.5 Priority 5:** Create awareness meant to change the perception of employers and W&RSETA employees about people with disabilities
- 8.6 Priority 6:** Research agenda, monitoring and evaluation of people with disabilities programmes

9. STRATEGIC INTERVENTIONS AND INITIATIVES

	PRIORITY	STRATEGIC FOCUS	PROGRAM/INITIATIVE
1	Priority 1: Increase participation of persons with disabilities in the W&RSETA skills development programmes across all levels	<p>1.1 To encourage and support training initiatives meant for people with disabilities</p> <p>1.2 To improve the level of participation in skills and training interventions within the W&R Sector</p> <p>1.3 To improve access to skills development and training information</p> <p>1.4 To facilitate Skills development programmes for people with disabilities to assist them with skills that will enable them to access required assistance (e.g. such as technical knowledge,</p>	<p>1.1.1 Facilitate skills development initiatives for people with disabilities</p> <p>1.1.2 Ring-fence targets for people with disabilities on:</p> <ul style="list-style-type: none"> • Research projects • ETQA projects • Rural projects • SMMEs and Entrepreneurship • Career Guidance • Bursaries & Placements <p>1.2.1 Determine participation levels for skills and training interventions for people with disabilities conducted through W&RSETA</p> <p>1.2.2 Determine future initiatives needed in the sector and new offerings to be established for people with disabilities</p> <p>1.3.1 Determine the level of awareness of skills development initiatives for people with disabilities</p> <p>1.3.2 Conduct media campaigns to raise awareness on the W&RSETA support programmes for people with disabilities</p> <p>1.3.3 Ensure provision of reasonable accommodation and assistive devices.</p> <p>1.3.4 Promote availability of Assistive devices</p> <p>1.4.1 Conduct skills audit / gaps in order to determine skills that are lacking that will need to be focused on.</p> <p>1.4.2 Conduct research to identify essential business skills required by entrepreneurs with disabilities</p> <p>1.4.3 Direct skills development and training on essential business skills required by SMMEs owned by people with disabilities (including training in financial</p>

	PRIORITY	STRATEGIC FOCUS	PROGRAM/INITIATIVE
		<p>managerial skills, planning skills, market research skills and proposal writing skills)</p> <p>1.5 Promote innovation and technology transfer in SMMEs owned by people with disabilities</p>	<p>management, the theory of co-operatives, marketing, product specific technical issues, and qualifications in business management)</p> <p>1.5.1 Introduce technology and innovation sharing platforms for SMMEs owned by people with disabilities as part of training interventions</p>
2	Priority 2: Formalise partnerships with relevant institutions pursuing same goals	2.1 To align skills development support for people with disabilities to government growth and sustainability support programmes and improve coordination with government and other support agencies carrying out skills development initiatives	<p>2.1.1 Ensure alignment of skills development initiatives for people with disabilities to government growth and sustainability support programme</p> <p>2.1.2 Provide Training funding for Start-ups and New Ventures for people with disabilities</p> <p>2.1.3 Ensure collaboration with strategic partners and other SETA's to implement programmes meant to benefit people with disabilities.</p>
3	Priority 3: Create awareness of the W&RSETA funded programmes	3.1 Ensure that information relating to support provided to people with disabilities by the W&RSETA and partners is available for easy access	<p>3.1.1 Conduct career guidance initiatives for people with disabilities</p> <p>3.1.2 Set up a small business incubator to guide start-ups through their initiation period</p> <p>3.1.3 Provide mentors and coaches to small and emerging businesses owned by people with disabilities.</p> <p>3.1.4 Conduct disability sensitisation programmes (for people with disabilities) and stakeholders</p>
4	Priority 4: Benchmarking with / from successful similar organisations and institutions	4.1 Ensure that there is proper data that will enable the development and implementation of programmes	<p>4.1.1 Conduct research on programmes conducted by other institutions</p> <p>4.1.2 Compare data from previous programmes implemented within the W&RSETA</p>

	PRIORITY	STRATEGIC FOCUS	PROGRAM/INITIATIVE
		meant to advance people with disabilities	
5	Priority 5: Create awareness meant to change the perception of employers and W&RSETA employees about people with disabilities	5.1 To address past imbalances by promoting opportunities for people with disabilities	5.1.1. Conduct campaigns meant to create awareness about people with disabilities with W&RSETA officials, Retail organisations, TVETs and Universities 5.1.2 Develop brochures with awareness information on the needs of people with disabilities 5.1.3 The use of monthly themes on the W&RSETA website and W&RSETA signature banners, providing awareness about people with disabilities 5.1.4 Develop a guide for employment of people with disabilities to be used by employers.
6	Priority 6: Research agenda, monitoring and evaluation of people with disabilities programmes	6.1 To ensure that programmes implemented for people with disabilities are underpinned by research	6.1.1 Conduct impact research on programmes implemented for People with Disabilities 6.1.2 Document success stories of people with disabilities within the W&R sector, with focus on the W&RSETA's beneficiaries
		6.2 To ensure that evaluation is conducted disabilities development programmes	6.2.1 Impact evaluation on the impact of people with disabilities programmes implemented within the W&R sector 6.2.2 Diagnostic evaluation on the disabilities programmes implemented within the W&R sector 6.2.3 Establish and operationalize an Inter-SETA's Disability Forum

10. RESOURCES (STRATEGIC ENABLERS)

The strategy implementation is enabled by the relevant resources. Such resources may include Finances, Human Capacity as it relates to skills and competencies necessary for implementation as well as Information Technology (IT). Funding of initiatives relating People with Disabilities support will be done through the DG funding windows in line with the Disabilities policy. The opening of the windows will be determined by funding availability and the discretion of the Board for identified special projects that support the national imperatives. In addition, partnership opportunities will be sought where different role players will come together to implement initiatives that contributes to one common goal.

The allocation of the budget will be informed by the relevant policies, and for special projects, the budget will be at the discretion of the IPEC, Projects Committee and the Board where applicable. Beside mainstreaming targets for people with disabilities that should be ensured in all programmes of the W&RSETA, the Disabilities Development projects will be implemented using the special projects model that will be facilitated through Discretionary Grant funding windows and unsolicited projects proposal should a need arise. The unsolicited proposals model will be implemented in line with the Skills Development Grant Policy of the W&RSETA and the national transformative initiatives.

11. RISK MANAGEMENT

The Risk Management section of the strategy outlines what could go wrong with regards to the implementation of the strategy and how the identified risks can be mitigated in order to ensure minimum or no impact to the achievement of the targets set in the strategy.

	Risk	Root causes	Risk Impact	Risk Mitigation strategies
1	Misalignment of skills planning and stakeholder alignment	Lack of understanding of skills need for People with Disabilities	Provision of irrelevant support to People with Disabilities	<ul style="list-style-type: none"> Conduct economic research to determine the needs of the sector (incl. Implementation of the transformation Agenda (high-level skills, SMMEs, Rural development, unemployed youth, women and people with disabilities)

	Risk	Root causes	Risk Impact	Risk Mitigation strategies
				<ul style="list-style-type: none"> Stakeholder engagement Plan (Improved stakeholder communication and consultation) Conduct satisfaction surveys and ensure adherence to service delivery standards
2	Poor participation of People with Disabilities in W&RSETA programmes	<ul style="list-style-type: none"> Limited knowledge of the W&RSETA support programmes Lack of interest by People with Disabilities 	Lack of Impact of W&RSETA's Programmes	<ul style="list-style-type: none"> Ensure effective communication and easy access to information relation to the W&RSETA's programmes Communicate the benefits of the W&RSETA's programmes
3	Disabling attitude and perception (Disablism) about the abilities of people with disabilities by employers and policy makers.	<ul style="list-style-type: none"> Stereotypes Lack of Understanding 	Poor implementation of programmes for people with disabilities	<ul style="list-style-type: none"> Awareness programmes/ session for employers as well as Management and officials within the W&RSETA Information sharing about people with disabilities using electronic and physical banners.
4	Focus on implementing programmes for people with disabilities for compliance purpose	<ul style="list-style-type: none"> Employers implementing programmes for BBBEE points The W&RSETA implementing programmes to meet the minimum targets for people with disabilities 	Implementation of no impact programmes	<ul style="list-style-type: none"> Mainstream programmes for people with disabilities in all programmes implemented in the organisation Embed disabilities programmes in all relevant policies of the SETA.

12. MONITORING AND EVALUATION

Monitoring and Evaluation plays an important role in ensuring success of implementation of any strategy. The Monitoring and Evaluation of the Disabilities Development Strategy is encompassed within the W&RSETA Monitoring and Evaluation Strategy. In order to ensure that the initiatives of the strategy are implemented and results are realised, annual Disabilities Development Implementation Plan will be developed with performance indicators, annual and quarterly targets for each initiative. This will simplify monitoring and enable for impact evaluation and analysis as well as the end of the strategy implementation period.

In addition to the above monitoring and evaluation approach, an identification of different programmes and special projects being implemented by stakeholders will be conducted, with a view to identify beneficiaries with disabilities. This will include monitoring of conditions within which people with disabilities work under when placed in the W&RSETA programmes, and programmes implemented by stakeholders within the sector.

13. ROLES AND RESPONSIBILITIES FOR EFFECTIVE IMPLEMENTATION OF THE STRATEGY (STAKEHOLDERS ANALYSIS)

There are different role players who will contribute into effective strategy implementation. An implementable strategy is dependent on collaboration by all who have a role to play. Involvement with existing disability structures should assist our future work to 'dive-deep' into the existing data to seek more evidence on the gap between actual and potential productivity in order to make better sense of what we are faced with and to devise concrete next steps for action. In order for the W&RSETA to execute its mandate of providing support to people with disabilities, there are partnerships and collaboration with relevant Institutions, both Public and private that will be necessary as outlined below:

	Institution	Role/ Mandate of the Institution	Partnership Method and Purpose
1	Department of Women, Youth and Persons with Disabilities (DWYPD)	Ensures that the socio-economic empowerment and rights of women, youth and persons with disabilities are mainstreamed across all sectors of society.	<ul style="list-style-type: none"> Partnerships with the department on support programmes Ensure understanding of the legislation and prescripts of the department for proper implementation as and when required

	Institution	Role/ Mandate of the Institution	Partnership Method and Purpose
2	The Department of Social Development	<p>Management and oversight over social security, encompassing social assistance and social insurance policies that aim to prevent and alleviate poverty in the event of life cycle risks such as loss of income due to unemployment, disability, old age or death occurring.</p> <p>Developmental social welfare services that provide support to reduce poverty, vulnerability and the impact of HIV and AIDS through sustainable development programmes in partnership with implementing agents such as State-funded institutions, Non-Governmental Organisations (NGOs), Community-Based Organisations (CBOs) and Faith-Based Organisations (FBOs).</p>	Partnerships for and collaboration on skills development and support for People with Disabilities
3	Other SETAs	To promote and facilitate the delivery of education, training and development.	Partnerships for and collaboration on skills development and support for People with Disabilities
4	National Skills Funds	National Skills Fund sets aside dedicated funds to support education, training and skills development for properly registered cooperatives, with a particular focus on cooperatives for the unemployed, youth, women and people with disabilities.	To partner with the NSF to access funds for the implementation of programmes for cooperatives for the unemployed, youth, women and people with disabilities.
5	Organisations for People with Disabilities	To support the community to achieve economic inclusivity	Partnerships to support the community to achieve economic inclusivity through

	Institution	Role/ Mandate of the Institution	Partnership Method and Purpose
		through implementation of various programmes	implementation of various learning and support programmes within the W&R sector.
6	Retailers/ Stakeholders	Provision of training and employment.	Collaboration on empowerment and skills development programmes for people with disabilities in different areas of specialisation within the W&R sector.
7	Research and other strategic partners including NGO's, CBOs, Higher Learning Institutions and Research Institutions etc.	Implementation of transformation programmes	Collaboration on empowerment and skills development programmes for people with disabilities in different areas of specialisation.

14. CONCLUSIONS

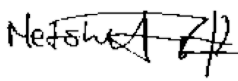

The achievement of the interventions and priorities identified in this strategy is dependent on collaborative efforts of all role players within the sector. The advent of the global pandemic, COVID-19 which paced in South Africa from March 2020 has negatively affected people with disabilities and they lost on available opportunities due to measures in place to deal with the pandemic. The W&R sector also suffered a great loss due to COVID-19 which has been a cause for concern, and brought with it uncertainties and changes in skills demand and supply. The W&RSETA has the responsibility to ensure that the skills development gaps are addressed in line with the National Skills Development Plan (NSDP) and other government priorities.

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STRATEGY APPROVAL & SIGN-OFF

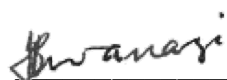
Strategy Name	Disability Development Strategy
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Effective Date of Current Version	20 July 2022 (Date approved by the Governance and Strategy committee)
Department	SPPE
Strategy Owner	
Designation	Signature
Senior Manager: Strategic Planning Dr Edzisani Netshiozwi	
Strategy Recommendation	
Designation	Signature
SPPE Executive Deborah Machard	

APPROVAL BY W&RSETA ACCOUNTING OFFICER

Approved Not Approved

Comments.....
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TOM MKHWANAZI

W&RSETA CHIEF EXECUTIVE OFFICER

16/08/2022

Date