



# Sedibeng District Municipality Disability Policy.

---

14<sup>th</sup> July 2008

“Nothing about us without us!”

[The policy is based on the Human Rights of People with Disabilities,  
which will enable them to enjoy the benefits of citizens of the Sedibeng District].

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## DEFINITION OF DISABILITY AND COMMON FORMS OF DISABILITY

Disability is defined as having a physical or mental impairment, which is long term or recurring and which substantially limits one's prospects of entry into, or advancement in employment. The most common forms of disability are:

Physical disabilities	Refers to damage to muscles' nerves, skin, or bones that leads to difficulties in moving about, in performing activities of daily living
Paraplegia	A substantial loss of function the lower part of the body
Quadriplegia	A substantial loss of function in all four limbs
Hemiplegic	A substantial loss of function on one side of the body, often due to a stroke or as a result of epilepsy.
Cerebral palsy	Resulting from damage to the brain, that causes muscle in-coordination
Post polio paralysis	Weakness in some muscles and under-development of some limbs
Visual disability	Refers to the lost of sight and may be total or partial
Blind:	A person might experience difficulty in moving around and knowing where things are
Hearing disability	Hearing loss may be mild, severe or total
Deaf	Hearing loss usually results in difficulties in learning a spoken language, following verbal instructions

Deaf and Dump	Total hearing and speaking impairment
Mental disability	Include cognitive, psychiatric and learning disabilities as well as physical head trauma. Particular attention needs to be given to the right of people with mental disabilities to advocate for their own rights, and not to always be 'spoken for'.
Intellectual disability	People with intellectual disabilities find it difficult to learn and retain new information, and often to adapt to new information
Psychiatric disability	People with a psychiatric or mental illness often experience difficulties in perceiving or interpreting reality, coping with some aspects of daily life.
Multiple disabilities	It means having two or more of the disabilities, for example, people who have a hearing and visual disability.
Epilepsy and albinism	Not usually regarded as a disability. Epilepsy often causes physical and/ or mental disabilities. Albinism is an inherited condition where a person is unable to produce normal colouring of the skin, eyes and hair. Most people with albinism identify with other disabled people due to the nature of discrimination they experience.
Profound and Down Syndrome	Totally disabled, needs a care giver
SDM	Sedibeng District Municipality
Local Municipalities	Emfuleni Local Municipality; MidVaal Local Municipality and Lesedi Local Municipality
SEDIFO	Sedibeng Disability Forum

## **1. INTRODUCTION**

The Sedibeng District Municipality (SDM) seeks to articulate a coherent coordinated and collaborative system approach to supporting district priorities and to advance the livelihoods of all Sedibeng communities.

It seeks through its services, to establish social and economic opportunities for persons with disabilities through their own efforts and labour. In so doing, every effort should be made to enable them to live in their own communities and to support families and community groups who are working with this objective.

Services for persons with disabilities should be provided, whenever possible within the existing, social; health; education and labour structures of society. Mechanisms should be put in place to allow people with disability to use services to the same extent as other people.

Better outcomes for people with disabilities will result from cooperation among service providers, with the active participation of people with disabilities, sensitive towards diversity and the right and principles of all people with disabilities to enjoy equal opportunities and to participate fully in the life of the district. SDM recognises that:

- People with disabilities are full and valued members of the communities.
- People with disabilities will have access to services provided to general community.
- In the provision of services to people with disabilities, the focus will be on the whole of life needs of individuals in their communities and be sensitive to their diversity.
- The legal rights of people with disabilities will be recognised and protected.

- Any plans for people with disabilities must be developed with them and not for them. ('Nothing about us without us')
- Empowerment of people with disabilities is critical to achieve equal rights and self-representation.

For these reasons, all SDM departments must:

- Take into account the needs of people with disabilities both in ensuring access to and in the provision of services.
- Ensure that the systems, facilities and infrastructure that they are responsible for does not discriminate or disadvantage people with disabilities
- Design IDP Strategies and programmes that promote the protection and empowerment of people with disabilities in Sedibeng.

All aspects of the policy shall ensure gender equality and take into account the special needs of children with disabilities, as well as the specific needs of the various types of disabilities.

## **2. PURPOSE OF THE POLICY**

2.1. The policy is based on the human rights of people with disabilities, which will enable them to enjoy the benefits of full citizens, and to carry out the obligations of full citizens of Sedibeng. The purpose of the policy is to:

- ◆ Set guidelines and directions for the SDM for the equalization of opportunities for people with disabilities;
- ◆ Assist the municipality in strengthening its capacity to address disability issues as well as assist NGOs to improve their capacity to address issues of disability within their areas of functional responsibility.

- ◆ Provide a framework for NGOs and local municipalities to cooperate in developing and implementing policies designed to provide equal opportunities for people with disabilities in all aspects of life.
- ◆ Assist SDM in implementing the United Nations' Standard Rules on the Equalization of Opportunities for Persons with Disabilities.
- ◆ Strengthen NGOs and Committees of People with Disabilities and be given the responsibility to ensure the effective implementation of the SDM policy.

2.2. The SDM Disability Policy further strives to protect, serve and empower people with disabilities, including SDM employees, so that they have the same opportunity as all other citizens to reach their full potential.

### **3. GOALS**

To create a society in which individuals with disabilities and their care givers live as full citizens with optimum quality of life, independence and participation. In particular:

The realization of the overall objective is dependent on the achievement of the following goals in ten areas that are all interdependent:

- Education
- Employment
- Accommodation
- Communication
- Housing and Accessibility
- Political and Civil Rights
- Family Life
- Arts and Culture
- Sport & Recreation.

Safety and Security

#### **4. VISION**

The Sedibeng District Municipality is an innovative, dynamic, developmental sphere of government that consistently meets and exceeds the expectations of the communities and the various stakeholders it serves.

#### **5. OBJECTIVES**

- 5.1. The achievement of a planned, coordinated and flexible approach to policy and service provision in SDM for and with people with disabilities and their care givers.
- 5.2. The creation and promotion of opportunities, services and facilities which enable people with disabilities and their care givers to participate in their wider community and to attain better quality of life.
- 5.3. Provision of ways for SDM and Local Municipalities to measure and report on their progress in increasing access for people with disabilities.

#### **6. PRINCIPLES**

The following principles should underpin our approach to the management of disability in Sedibeng:

- To recognise the equal rights of people with disabilities and commit ourselves to 'make these rights real' so that people with disabilities can reach their full potential.
- To eradicate discrimination against people with disabilities in SDM;
- To ensure integrated, barrier-free and comprehensive service delivery to achieve equitable service delivery for people with disabilities;

- To ensure universal access for people with disabilities so that they can attend our schools, perform in the mainstream of the economy and participate in the mainstream of community life;
- To give a particular emphasis to the most vulnerable groups within the disability sector and address the legacy of past discrimination;
- To involve people with disability in the development and implementation of policies and programmes and will strive to collaborate within government and with civil society organisations;
- To mainstream disability issues in our policies and programmes;
- To encourage a developmental approach towards the management of disability issues that empowers people with disabilities and does not perpetuate dependency;
- To recognise that the diverse needs of people with disabilities needs to be taken into account.

## **7. CONSTITUTIONAL AND LEGISLATIVE FRAMEWORK**

### **7.1. Constitutional parameters**

The Constitution guarantees the rights of the people with disabilities to be treated equally and enjoy the same rights as all citizens as it gives the overall protection and a guarantee to fundamental human rights for all. It is therefore a Constitutional principle that no one may unfairly discriminate against a person on the grounds of disability. Specific mention is made in the equality clause, to guarantee the right to freedom from discrimination based on disability.

### **7.2. Policy and Legislative Parameters**

The policy and legislative parameters are framed inter alia by these documents:

- Constitution and the Bill of Rights.

- Skills Development Act (1998)
- Employment Equity Act (1998)
- Promotion of Equality and Prevention of Unfair Discrimination Act (2000)
- White Paper on an Integrated National Disability Strategy (1997)
- White Paper for Affirmative Action (1998)
- White Paper on the Transformation of the Public Service (1994)
- South African Schools Act
- White Paper 6 on Special Needs Education (2001)
- Building Standards Act (1977)
- National Building Regulations and SABS 0400 Code of Practice.
- National Land Transport Transition Act as well as the Moving SA: A Transport Strategy for 2020 and Model Integration in Gauteng policy documents
- White Paper on Social Welfare
- Code of Good Practice on Employment of People with Disabilities (2002).

### **7.3. International Instruments**

The United Nation's Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) is one of the international instruments that South Africa has ratified in its commitment to design and provide services to people with disabilities.

The International Labour Organisation also has a Code of Good Practice in respect of disability in the workplace.

The Commonwealth Disability Discrimination Act 1992, makes the discrimination on the grounds of disability unlawful. It also requires all employers, educators and providers of services in the public and private sectors to make whatever adjustments that are necessary and reasonable

to allow people with disabilities to use those services to the same extent as other people.

## **8. CHALLENGES FACING PEOPLE WITH DISABILITIES.**

Challenges remain to achieve equality, inclusion and empowerment of people with disabilities.

### **Key challenges for SDM.**

- People with disabilities lack access to employment opportunities and even if they are able to get employment, they face problems such as reasonable accommodation at work, accessible public transportation to get them to work and back and discrimination and ignorance about their potential at work.
- People with disabilities are often amongst the most vulnerable members of our communities. The costs of disability are borne over and above the ordinary costs of living. These include medication and improved access in housing. Children whose parents have some form of a disability are often excluded from education opportunities due to financial constraints.
- The majority of people with disabilities have been excluded from mainstream education and thus prevented from accessing their fundamental rights in society. Educators are often not aware of the exact causes and nature of exclusion disabled learners face. The effects of continued marginalisation and rejection in places of learning over long periods impacts on the level of productivity, motivation and socialisation of disabled learners.
- Houses are often not accessible to people with disabilities which means that they have to be institutionalized. New communities are often not

designed in ways which can be accessible for people with disabilities e.g. curbs.

- There is inadequate progress in ensuring that public transport is accessible to people with disabilities – both those that are physically disabled as well as those that have visual or hearing disabilities.
- While progress is being made in ensuring that government buildings including police stations and clinics are barrier free and lifts are made more accessible for people with disabilities, some of the buildings we occupy are not state-owned and therefore we do not have full control over accessibility issues. We can however use this policy as an instrument to facilitate that all buildings, state or otherwise within this region comply with the standards for people with disability accessibility.
- The voices of women and children with disabilities who are confronted with violence are often not heard. Women with mental disabilities are particularly vulnerable and their ability to successfully testify in court is completely dependent on their mental competence.
- There is minimal access, particularly for people with disabilities from previously disadvantaged groups, to a variety of sporting activities and facilities which cater for their needs. There is a problem of barrier free access and there is a lack of developmental programmes.

## **9. STRATEGIC FOCAL AREAS**

There is a lack of information dissemination to people with disabilities on what services are available for them. Related to this is a lack of advocacy on the rights of people with disabilities. This needs to occur with the active participation of people with disabilities and it is proposed that the Sedibeng District Municipality intensify its programme to address disability issues at two levels.

The first level relates to the interventions required for people with disabilities living, learning and working in Sedibeng. The second level relates to people with disabilities who are employees (or potential employees) within SDM and local municipalities. Each department in the district municipality and at local municipalities need to ensure that they adopt an approach that has clear outcomes and outputs in relation to both levels of service delivery.

Below are the strategic focal areas in respect of the first level, regarding people with disabilities within Sedibeng:

- Prevention of disability and early intervention to detect disability especially with children: This ranges from road safety to initiatives of the Department of Health to visit schools to check children's health
- Employment, skills development and poverty alleviation for people with disabilities: This includes provision of social grants, establishment of income generating opportunities for those that are severely disabled and assisting other people with disabilities to enter the formal labour market.
- Universal, barrier free access: This includes accessible pay points and government buildings, standards for the construction of new buildings and ensuring that websites and access to information is accessible. This also includes accessible public transport.
- Service delivery for people with disabilities including inclusive education for children: This includes provision of assistive devices, wheelchairs and free access to primary health care services. It also includes ensuring that those at the frontline of service delivery are capacitated to implement Batho Pele principles in relation to people with disabilities.
- Protecting and promoting human rights including in respect of disability issues: This includes zero tolerance towards disability discrimination,

celebration of International Disability Day and raising awareness about the rights of people with disabilities.

The target beneficiaries of these programmes are in general men and women with disabilities. However within this beneficiary group, particular attention needs to be paid to:

- Women with disabilities
- Young school leavers with a disability.
- Children with disabilities, particularly those with a mental disability and the deaf in terms of adequate representation in any court of law.

A further target group is children of parents with disabilities who due to the nature and extent of their parents' disabilities often suffer from poverty caused by unemployment.

The implementation of our strategic focal areas needs to be done together with people with disabilities and disabled people organisations. We also need to seek strategic and creative partnerships between government, the private sector and the non-governmental sector to ensure the maximum achievement of our objectives.

In respect of the second level, employees with disabilities in SDM the strategic focal areas should be:

- Employment equity, skills development, career progression
- Reasonable accommodation including barrier free access
- Diversity management to ensure their full inclusion in the workplace.

The SDM MUST see itself as a change agent, playing a leading role which other municipalities can follow.

## 10. KEY INTERVENTION AREAS FOR PEOPLE WITH DISABILITIES IN COMMUNITIES.

GOAL	PRIORITY TARGET GROUP	STRATEGY
<p><b><u>Vocational and Training</u></b></p> <p>To develop a coordinated training for disability service providers to promote best practices and encourage the development of standardized training outcomes. Training modules must address:</p> <p>Disability awareness issues and/or other specific training needs of people who work with people with disabilities.</p>	<ul style="list-style-type: none"> <li>• Adult and Young people with disabilities.</li> <li>• Rural People with disabilities.</li> <li>• People with disabilities in institutions.</li> <li>• Young women with disabilities.</li> <li>• Young men with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstreaming and building relations with stakeholders</li> <li>• Encourage private, public partnership and multi-sectoral approaches</li> <li>• Developing skills training programmes as essential part of providing quality services.</li> <li>• Develop training modules for care givers of people with disabilities.</li> <li>• Ensure that staff in the mainstreaming agencies are trained in providing services to people with disabilities.</li> </ul>
<p><b><u>Education</u></b></p> <p>To increase the number of persons with disabilities having access to pre-primary, primary, secondary and tertiary education.</p>	<ul style="list-style-type: none"> <li>• Children with disabilities.</li> <li>• Rural children and youth with disabilities.</li> <li>• Children in institutions for people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide special support to ensure access in respect of quality training</li> <li>• Ensure that emphasis is placed on early intervention and inclusion.</li> <li>• Provide education, rehabilitation and other services for children who are not able to access services available at special or regular schools.</li> <li>• Allocate funds necessary for the effective implementation of special education programmes.</li> <li>• Ensure that a learning institution does not deny admission, where reasonable accommodation can be made, because the applicant has a disability.</li> <li>• Promote opportunities for people with disabilities to pursue lifelong learning.</li> </ul>

<p><b><u>Employment</u></b></p> <p>To increase the number of persons with disabilities in gainful employment in the labour markets as well as to foster open employment and to encourage economic independence and the empowerment of persons with disabilities.</p>	<ul style="list-style-type: none"> <li>• Adult people with disabilities with qualifications.</li> <li>• Skilled Young people with disabilities</li> <li>• Skilled women with disabilities.</li> <li>• Care- giver of people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Foster programmes to sensitize and guide employers in the use of appropriate adaptive devices in the work environment</li> <li>• Facilitate effective functioning of persons with disabilities in the work environment.</li> <li>• Ensure that an enabling legal environment whereby a qualified person with disability shall be subject to the same terms and conditions of employment such as would be available to non-disabled person.</li> <li>• Facilitate that trade unions and staff associations ensure that human resources management practices are in effect for persons with disabilities as for all other employees.</li> </ul>
<p><b><u>Communication</u></b></p> <p>To facilitate through communication and public education to dispel some of the myths associated with disability, reduce the level of isolation experienced by people with disabilities and use communication to improve the quality of life of persons with disabilities.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> <li>• Rural people with disabilities.</li> <li>• People with disabilities in institutions.</li> <li>• Care givers of people with disabilities.</li> <li>• Communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Design public education programmes to counteract the negative attitude towards person with disabilities.</li> <li>• Facilitate the use of sign language for municipal public gatherings and council meetings.</li> <li>• Facilitate the installation of appropriate technological instruments for telephones and other equipment for communication.</li> <li>• Encourage consultation with people with disabilities when designing or installing such equipment.</li> <li>• Devise strategies and programmes to promote positive images of people with disabilities.</li> </ul>
<p><b><u>Housing and Accessibility</u></b></p> <p>To attain a barrier-free environment that will enable persons with disabilities to have physical and technological access to all areas of society.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Mainstreaming and building relations with stakeholders</li> <li>• Encourage private, public partnership and multi-sectoral approaches</li> <li>• Encourage the inclusion of persons with disabilities in the planning for houses designed for them.</li> <li>• Discourage separate housing establishments specifically zoned for the disabled.</li> <li>• Design strategies to educate people with disabilities on the programmes offered f by government in</li> </ul>

		housing and transport matters.
<p><b><u>Disaster preparedness</u></b></p> <p>Persons with disabilities are particularly vulnerable in times of disaster and will require appropriate mechanisms to assure their safety.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> <li>• Communities</li> </ul>	<ul style="list-style-type: none"> <li>• Develop necessary support programmes and services.</li> <li>• Educate persons with disabilities on safety and access during a disaster.</li> <li>• Develop a disaster management training/education for care-givers and NGOs for preparedness in times of a disaster.</li> <li>• Mainstreaming with regards person with disabilities is crucial in this case.</li> </ul>
<p><b><u>Arts &amp; Culture</u></b></p> <p>To promote the participation of persons with disabilities in Arts &amp; Culture.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide an outlet for creative expression in order to build self esteem and self confidence.</li> <li>• Ensure that people with disabilities have access to cultural and artistic facilities.</li> <li>• Encourage the display of crafts from person with disabilities at events of government and also participation at activities of the municipality.</li> <li>• People with disabilities are made part of all activities planned for arts and culture.</li> </ul>
<p><b><u>Sport &amp; Recreation.</u></b></p> <p>To provide sporting, recreational and leisure opportunities to people with disabilities as participants and as spectators.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitate training in skills of Sport &amp; Recreation administration for people with disabilities.</li> <li>• Encourage the formation of a Sport Council for People with Disability.</li> <li>• Encourage participation of people with disabilities in the planning for sport and recreation events of the municipality.</li> </ul>
<p><b><u>Health and HIV &amp; AIDS</u></b></p> <p>- To promote a district health programme which provides an integrated health service for people</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Develop different types of health care services such as health promotion and /or prevention.</li> <li>• Strategy for prevention of disability through immunization, nutrition, environmental protection including home.</li> <li>• Health personnel sensitized in early intervention and provision of services to people with disabilities.</li> </ul>

<p>with disabilities including.</p> <ul style="list-style-type: none"> <li>- To increase access to quality HIV &amp; AIDS education, information and prevention skills, as well as quality ARV care, treatment and services including voluntary counseling and testing for people with disabilities.</li> <li>- To ensure that people with disabilities have increased knowledge about their rights and are empowered to consistently challenge and report on stigma and discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> <li>• All people with disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Free basic medical treatment and early rehabilitation for people with disabilities.</li> <li>• Ongoing registration for people with disabilities.</li> <li>• Assistance for people with disabilities in obtaining the necessary aids and appliances.</li> <li>• Facilitate education programmes on HIV and AIDS</li> <li>• Encourage HIV and AIDS awareness programmes and VCT for people with disabilities.</li> </ul>
<p><b><u>Social Development</u></b></p> <p>To promote a District Social Development programme framework strengthened to combat exclusion, remove barriers to access and promote social integration.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> <li>• Communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Sensitize Social work personnel to deal with problems of people with disabilities and persons at risk through psychosocial conditions.</li> <li>• Encourage community based Social Services and early interventions.</li> <li>• Ensure that people with disabilities are provided where necessary with auxiliary services that will restore their social functioning and participation in community affairs.</li> </ul>
<p><b><u>Safety &amp; Security</u></b></p> <p>To reduce /eradicate the abuse against people with disabilities and ensure that people with disabilities have access to the justice system fairly and easily while their legal rights and individual needs are respected and addressed.</p>	<ul style="list-style-type: none"> <li>• All people with disabilities.</li> <li>• Communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Promote an accessible physical emotional environment for people with disabilities.</li> <li>• Train care givers on the rights of the disabled regarding safety and security and how to prevent abuse of people with disabilities.</li> <li>• Ensure equal access to safety, Security and Justice services and programmes for communities.</li> <li>• Promote positive community attitudes to people with disabilities.</li> </ul>

## **11. PROMOTING AND PROTECTING THE RIGHTS OF EMPLOYEES WITH DISABILITIES:**

**11.1** The focus on employees with disabilities should be on employment equity, reasonable accommodation and diversity management. SDM should strive to ensure that at least 3% of their workforce are people with disabilities.

To ensure that workplaces are free from discrimination and that people with disabilities have equal access to employment, some of the following areas of action derived from the Code of Good Practice on the Management of Disability in the Workplace should be observed:

Advertising of jobs	Advertisements should focus on what the job requires. Advertising needs to be able to reach all potential candidates including people with disabilities. This means advertising beyond just the commercial newspapers.
Recruitment and selection	During this process the focus should be on the identifying whether the person meets the inherent requirements of the job. Panel members should guard against personal attitudes and/or ignorance or presumptions that a person with a disability may not be able to perform a particular job
Placement	New employees with disability must be treated equally, subject to reasonable accommodation in respect of induction, orientation and initial training
Training	Training for people with disability should be accelerated to improve their skills base and increase their capacity to be competent in the workplace. People with disabilities have often not had as many opportunities as others in the past

**11.2.** Below is a checklist of issues to establish whether or not SDM has complied with key employment equity and skills development issues:

- Does your affirmative action/employment equity plan have targets for the recruitment and promotion of people with disabilities?
- Does such a plan include targets for different levels of employees?
- Does your equity planning process make provision for a review of whether you are achieving your targets and if not, why not?
- Does your affirmative action/equity plan make provision for the reasonable accommodation of people with disabilities at all stages of the employment cycle?
- Do your recruitment policies and practices accommodate the needs of people with disability?
- Have the employees in the Department who have disabilities been reasonably accommodated along the lines/with due consideration to the process outlined in the Code of Good Practice on Disability?
- Do you ensure that all employees are aware and sensitised to the needs of employees with disability through diversity management programmes, seminars, posters, newsletters etc?
- Do you ensure that employees who are injured (including at work) are assisted in early, safe return to work, including rehabilitation?

- Do you have plans and targets for skills development of people with disabilities?
- Do EAP services cater for people with disabilities?

## **12. REASONABLE ACCOMMODATION**

12.1. SDM employers should reasonably accommodate the needs of people with disabilities. The aim of the accommodation is to reduce the impact of the impairment of the person's capacity to fulfill the essential functions of a job, through providing assistive devices and resources.

The Code of Good Practice says that reasonable accommodation does not need to be provided if it causes undue hardship. Reasonable accommodation does not have to be expensive and in some instances may have to be provided in any event for people who may be disabled.

For both our employees and our communities, we need to ensure that our entire public infrastructure is barrier free.

12.2. **Below is a checklist in respect of barrier free access:**

- ◆ Have you done an audit to establish where physical barriers exist in respect of people with disabilities?
- ◆ Some of the areas where people with disabilities need to be accommodated include:
  - ◆ Lifts: levels of buttons, Braille/indented buttons, voice links
  - ◆ Disability friendly toilets
  - ◆ Ramps and strips
  - ◆ Provision for parking in the building
  - ◆ Is your website accessible to people with disabilities?

- ◆ Are your employees able to get to appropriate transport to and from work?

### 12.3. Disability Sensitivity

Reasonable accommodations on their own are not enough to ensure that people with disabilities can be productive and will be retained. Their fellow colleagues need to understand how to appropriately relate to their disabled colleague.

Municipal departments should ensure that there is awareness and sensitisation programmes in respect of disability issues. This could be done through diversity management programmes offered by the departments, seminars, posters, newsletters and workshops to internalise the issues.

## 13. ROLES AND RESPONSIBILITIES OF GOVERNMENT AND OTHER STAKEHOLDERS.

Government and Other Stakeholder	Responsibility.
<p><b><u>Government:</u></b></p> <p>SDM, Local Municipalities, Provincial and National Departments.</p>	<ul style="list-style-type: none"> <li>• Implementation of programmes.</li> <li>• Advocacy</li> <li>• Mainstreaming</li> <li>• Coordinate the process of engagement between partners in their activities to support people with disabilities.</li> <li>• Monitoring and evaluation</li> <li>• Ensure that participation mechanisms are sufficiently accessible and proactive to enable people with disabilities'</li> </ul>

	participation in governance, service delivery and monitoring.
Non-Governmental Organisations, Community Based Organisations, Faith Based Organisations.	<ul style="list-style-type: none"> <li>• Moral and Spiritual guidance</li> <li>• Awareness campaigns</li> <li>• Covering issues under specific mandate.</li> <li>• Training and Life skills.</li> <li>• Mobilisation</li> <li>• Integrate people with disabilities</li> <li>• Advocacy.</li> </ul>
Private Sector	<ul style="list-style-type: none"> <li>• Skills Training</li> <li>• Employment opportunities</li> <li>• Entrepreneurship training</li> <li>• Financial assistance for projects.</li> </ul>
Family Life	<ul style="list-style-type: none"> <li>• Create a platform for persons with disability to live with their families and participate in all social, creative and recreational activities.</li> <li>• Encourage and support the reduction of person living in institutions.</li> <li>• Provide support programmes for parents/family members to foster their involvement in early intervention.</li> </ul>

#### 14. INSTITUTIONAL ARRANGEMENT AT MUNICIPAL LEVEL.

Sensitization of all SDM employees on the rights of people with disabilities and on disability management including through awareness campaigns and training will also support our broader efforts to protect and promote all people with disabilities in our region.

To ensure that disability issues are taken up and our policy is implemented, we need to have structures and dedicated personnel. However the aim of these structures and the role of these individuals is not to 'segregate disability issues' but to ensure that they are mainstreamed in all our daily work.

<b>Designation.</b>	<b>Department /office</b>	<b>Responsibility</b>
<b>Coordinator</b>	Located in the Social Development department and reports to the Assistant Manager: Social Development and must be a person with disability.	<ul style="list-style-type: none"> <li>Facilitate the implementation of programmes of people with disabilities.</li> <li>Coordinate activities of people with disabilities in conjunction with the Speaker's office.</li> </ul>
<b>Speaker's Officer</b>	Officer located in the Speaker's Office reporting to the manager in the Speaker's Office and must be a person with disability.	<ul style="list-style-type: none"> <li>Ensures that people with disabilities play an active role in public participation and have adequate vehicles, including through ward committees for their inputs to be expressed and taken forward.</li> </ul>
<b>Municipal Manager and Mainstreaming</b>	Identified officials, including the IDP manager, to represent individual departments within the SDM.	<ul style="list-style-type: none"> <li>Ensure that through the IDP and SDBIP, People with Disability programmes are planned and budgeted for by the respective departments.</li> </ul>

<p><b>SEDIFO</b></p>	<p>Community Based Forum for People with Disabilities.</p>	<ul style="list-style-type: none"> <li>• Develop programme of action for people with disabilities.</li> <li>• Provide input in IDP so that people with disability issues are effectively included in the IDP and budgeted for.</li> <li>• Monitor the implementation of people with disabilities and mainstreaming.</li> <li>• Build capacity of people with disabilities leadership in Sedibeng and</li> <li>• Plan for People with Disability Day and programmes like "Invite a Person with Disability to Work Campaigns.</li> </ul>
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## **15. MONITORING AND EVALUATION**

The objective of monitoring is to evaluate the impact and effectiveness of programmes for people with disabilities. Such monitoring should look at the degree to which mainstreaming of people with disabilities' development has occurred as well as the success of programmes focused at the various stakeholders. Evaluation, which goes hand in hand with monitoring, is a process aimed at finding out whether a programme is suitable, worthwhile, valuable or effective.

## **16. CONCLUSION**

"When all South Africans are given equal access to all their rights and responsibilities, a better future is possible for all our people" - SAHRC, November 2002.

Our democratic constitution with its Bill of Rights guarantees equality and freedom to all South Africans. However, it requires more than just the passing of a Constitution to make these rights real for people with disabilities. It requires specific laws, policies, implementable programmes and measures by government and it requires a change of attitude by all South Africans