BINDURA UNIVERSITY OF SCIENCE EDUCATION

FACULTY OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF SOCIAL WORK

LEAVING NO ONE BEHIND: ANALYSIS OF THE INCLUSION OF YOUTH WITH DISABILITIES IN SOCIO-ECONOMIC DEVELOPMENT IN ZIMBABWE. CASE OF HARARE.

BY

(B200523B)

A Dissertation Submitted to the Department of Social Work in partial fulfilment for the requirements for the Bachelor of Science Honours Degree in Social Work

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A

BSTRACT

This study aims to analyse the inclusion of youth with disabilities in socio-economic development in Harare, societal views towards including youth with disabilities in socio-economic development as well as challenges youth with disabilities face that may limit their participation in the development sector and the role of youth with disabilities in promoting or providing development in Zimbabwe. The study made use of phenomenology research design, and was qualitative in nature. The study employed, in-depth interviews, focus group discussion, direct observation and literature reviews. A sample of 30 respondents was drawn from the target population and was used to collect relevant data for the study. The study employed purposive and snow ball sampling. Social model, Critical Disability Theory and Empowerment theory underpin this study. The study found out that youth with disabilities still face stigmatization and discrimination, lack of development information, social and economic exclusion, lack of access to education and the study cited that factor such as corruption, nepotism, lack of financial resources and social isolation are causing the exclusion of youth with disabilities in all things socio-economic development in communities around Harare. Key recommendations based on the above findings above are cited as follows, the state must implement strong rules against act of corruption and nepotism, youth with disabilities should be included in policy making processes, the state and all stakeholders should apply disability inclusion policy in all socio-economic development activities. Additionally, the state, Non-Governmental Organizations and all community stakeholders must raise awareness campaigns against stigmatization and social isolation, build accessible infrastructure for youth with disabilities and education and development information must be made available for youth with disabilities.

Supervisor

I……………………………………………………………………(names) ……………………………………………………(signature)…………………. (date). I do here-by certify that I supervised RACHEL MATENGA in this research titled: LEAVING NO ONE BEHIND: ANALYSIS OF THE INCLUSION OF YOUTH PERSONS WITH DISABILITIES IN SOCIO-ECONOMIC DEVELOPMENT IN ZIMBABWE. CASE OF HARARE. This dissertation is submitted in partial fulfilment of the Bachelor of Social Work and recommend that is in the process for examination/

 Chairperson

I……………………………………………………………(names)…………………………… ….. (signature)…………………….(date) certify to the best of my knowledge, this report meets the examination requirements and therefore declare that Bindura University accept the dissertation for RACHEL MATENGA entitled: LEAVING NO ONE BEHIND: ANALYSIS OF THE INCLUSION OF YOUTH PERSONS WITH DISABILITIES IN SOCIO-ECONOMIC DEVELOPMENT IN ZIMBABWE. CASE OF HARARE.

I, RACHEL MATENGA studying the Bachelor of Science Honours Degree in Social work, I am well aware that plagiarism is a serious academic offense and that falsifying information is a breach of social work research ethics, therefore, I truly declare that:

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DEDICATION

I would like to dedicate this dissertation to God first, to my Uncle Mr B. T. Matenga and his family,

my parents Mr and Mrs Matenga, my siblings, my good friend Maxine for all the prayers, love and

immense support. I also dedicate this study to all the youth with disabilities.

ACKNOWLEDGEMENTS

ACRONYMS

ADA   : Americans with Disabilities Act

DZT   : Deaf Zimbabwe Trust

DYANZ   : Disability Youth Advocacy Network In Zimbabwe

FAO   : Food and Agriculture Organization

FODPZ   : Federation of Organisations of Disabled People in Zimbabwe

NASCOH   : National Association of Societies for the Care of the Handicapped

NDP   : National Disability Policy

PWDs   : Persons with Disabilities

SDGs   : Sustainable Development Goals

UNCRPD   : United Nations Convention on the Rights of Persons with Disabilities

UNDESA   : United Nations Department of Economic and Social Affairs

UNESCO   : United Nations Educational, Scientific and Cultural Organization

UNICEF   : United Nations International Children's Emergency Fund

WHO   : World Health Organization

YWDs   : Youth with Disabilities

ZCC   : Zimbabwe Council of Churches

Table of Contents

CHAPTER 1

INTRODUCTION TO THE STUDY

The world is said to be experiencing a 'youth quake' or a 'youth bulge (Lin 2012). The world is estimated to have over 1.8 billion young people and this is the largest generation of young people in history, with its largest cohort being situated in the developing world (Chabaan 2009, UN-Habitat 2012, and UNICEF 2018). On the other end, the population of youth in Africa is set to account for over 50% of the world's youth population by 2050 (UNDESA 2015 in van Blerk 2019). This study therefore, seeks to analyse and engage youth with disabilities through participatory research methodologies in investigating their inclusion, participation in and experiences of socio-economic development in Zimbabwe and it shall make use of local understandings of youth in Zimbabwe in order to avoid forcing concepts and categories that may be foreign to the research context.

1.1 Background of the study

Disability understandings have been evolving over the past years, with couple number of social models of disability gaining prominence in social sciences studies. The Zimbabwean constitution included disability issues for the first time in 2013 and 2021 marked the launch of the country's National Disability Policy (NDP). The country took long to domesticate the UNCRPD. UNESCO (2021) stated that, there are plans in place in Zimbabwe to replace the Disabled Persons Act of 1992 with a new Persons with Disabilities (PwDs) Act. Zimbabwe lacks reliable and precise data on disability (UNESCO 2021). The newly Zimbabwe National Disability Policy of 2021

emphasises on the need to carry research that covers disability issues in an expected manner. Existing data on persons with disabilities (PwDs) and development, mainly focuses on exclusion, discrimination, poor environmental, institutional and communication barriers that they face (Manatsa 2015, Kamuzhanje 2019). There are limited studies on young people with disabilities driving development or those highlighting how they can drive development. The UN Report on disability and development in 2018, highlighted barriers to inclusion for young persons with disabilities, and the fact that it was for the first time ever of such important report to be released, although a positive step, calls for concern as it shows the level of obscurity Persons with Disabilities have continued to endure in the development sphere in over seventy years. The recognition of young people as influential beings and the importance of diversity and inclusion have almost become mantras in social sciences and policy making and they are being illustrated as they cause havoc and angels causing positive development in communities. Chabaan (2009) argued that, although literature with a positive view of young people is growing, there are exists large body of literature that shows young people as a socioeconomic burden characterized by rebellion and lack of compliance to what is deemed as socially acceptable behaviour. This study will analyse the inclusion and participation of young people, particularly those with disabilities in socio-economic development in Zimbabwe.

1.2 Statement of the problem

Given the poor economic situation that has been the order of the day in Zimbabwe for the past years, characterised by high unemployment rates, hyperinflation, high crime rates, poor health and education services particularly for person with disabilities and high levels of corruption. According to Chataika (2019), the majority of young persons with disabilities in both urban and rural areas, despite their own challenges have been left

2

vulnerable to rejection, abuse, poor living conditions, unemployment, and poor access to information, health and education services. Therefore, this resulted in some of the person with disability resort to begging in the streets, engage themselves in commercial sex work jobs, selling drugs, some self-employ themselves in arts and culture sector, some started their organizations and projects to cope with harsh living conditions in the country. Therefore, it is so difficulty to understand the situations of persons with disabilities without interrogating the socio-economic challenges they face in attaining inclusion and participation in developing the country, and pushing towards attaining the vision 2030 which this study intends to.

1.3 Aim of the study

To investigate the inclusion and participation of young persons with disability in the socio-economic development programs in Zimbabwe.

1.4 Objectives

1. To understand how people perceive disability.

2. To examine the role of youth with disabilities in promoting development.

3. To identify the challenges faced by youth with disabilities face that may limit their participation in the development.

4. To highlight recommendations that can be implemented to achieve inclusion.

1.5 Research Questions/sub problems

1. What are the local understandings of youth with disability, disability and development in Zimbabwe?

2. What roles do youth with disabilities play in shaping the development of Zimbabwe?

3. What are the challenges youth with disabilities face in development conceptualised in socio-economic development activities in Zimbabwe?

4. What needs to be done in order to achieve youth-centred disability inclusive development in Zimbabwe?

1.6 Assumptions

There is negative attitude towards young people with disabilities in society, workplace, schools, and hospitals. Youth with disabilities still face discrimination and stigmatization, as a result, they are not being equally included in development efforts in Zimbabwe. They are not being given enough opportunity to participate in decision making processes and their needs are not being considered in the development of policies, development programs, they are not receiving quality education and quality health services as their peers. Youth with disabilities still lacks adequate access to information, resources and opportunities as those without disabilities. Therefore, this research seeks to find and address these gaps in as far as leaving on one and no place behind mantra in concerned towards development Zimbabwe.

1.7 Significance of the Study

Previous studies which were done by the International Labour Organization in 2013 was focused on the barriers that prevent young people with disabilities from participating in labour market. Another study conducted by the UNICEF in 2011 focused mainly on young people with disabilities in the East Asia and Pacific region found out that they face significant barriers in accessing education, employment and other aspects of development, and it did not mention findings from Africa. Some school of thoughts such as Wickenden and Kembhavi-Tam (2014), call upon researchers to undertake studies that explore the lives of children and youth in the global south.

Currently studies that consult young people's contribution to development are on the rise but, Wickenden and Kembhavi-Tam (2014) noted that they rarely include those with disabilities as they are "accidentally forgotten or assumed to have nothing to say". Therefore, the researcher aimed at bringing the study closer home and to also complement data already gathered, informed by literature that has pointed out gaps in non-northern, non-urban academic work which captures voices and the life world of marginalised or 'invisible' young people in the social sciences. Through the use of participatory research methodology, this study will subvert colonial grand narratives about youth participation and potentially contribute to the formulation of "ways to reach, recruit and learn from perspectives of those who might otherwise remain marginalised" in development (Cahill and Dadvand 2018).

1.8 Limitations

The study made us of two organizations that work with youth with disabilities in Harare. The researcher managed to work with 30 participants with disabilities in Zimbabwe out of over 1.7 million youth with disabilities in the country, hence the findings might not be a true outcome of what is obtained in the whole of Zimbabwe. Some respondents had difficulties in understanding the term inclusion and development and some had a negative attitude to the questions being asked and also gender imbalance since a large number of participants were females. Lack of funds for transport was another short come of the study and the researcher had to walk long distance to carry out this study. Therefore, the volume of information collected may be less ideal because of the time constraints and this may have made it difficulty to the researcher's potentials and ability to draw major conclusions from data. In spite of all that, the researcher explained to the participants that the research project is very crucial to the participants and they understood. The library

research, the intensive discussion and the internet research helped the to come up with a comprehensive finding.

1.9 Key definitions

Youth

According to the Constitution (section 20), guided by the Africa Youth Charter (2013), youth are persons between the ages of fifteen and thirty-five.

The United Nations (UN) for the purposes of statistics therefore, defines youth as young persons aged between fifteen and twenty-four (UNESCO 2020).

Danida (2018), noted that, there are several different definitions centred on the term 'young people' because factors such as gender and disability have an impact on the elasticity of the experience of being young.

Inclusion

Banks (2018) noted that, Inclusion refers to the practice of ensuring that all individuals, regardless of their differences or characteristics are valued, respected and provided with equal opportunities to participate fully in all aspects of society.

Basically, inclusion goes beyond mere tolerance or acceptance, it involves actively embracing and embracing diversity, recognizing the unique strengths and contributions of each individual, and creating conditions that enable their full participation and engagement

Disability

Disability as coined by Mtetwa (2011), refers to any physical disorder in a person that limits the normal operational or the ability to perform and to do activities in a manner or within the considered normal for a human being.

Disabilities according to the World Health Organization (WHO), is an umbrella term, covering impairments, activity limitations and participation restrictions. An impairment is a problem in body function or structure, an activity limitation is a difficulty encountered by an individual in executing a task or action, while a participation restriction is a problem experienced by an individual in involvement in life situations.

Development

According to Ncube & Rukuni (2020), development in Zimbabwe refers to the process of improving the economic, social and political well-being of the country and its people, it involves efforts to enhance living standards, reduce poverty, promote sustainable economic growth, improve infrastructure, strengthen institution and advance social welfare.

Socio-economic Development

Ncube & Rukuni (2020) argued that it is the process of social and economic development in a society. Its purpose is to maintain the social and material well-being of the nation and its people with aim of achieving the highest possible level of human development.

1. 10 Chapter Summary

This chapter looked at the introduction, background of the study, statement of the problem, objectives, research questions, assumptions, limitations and delimitations of the study and definition of key terms. The next chapter reviews related literature on the study.

CHAPTER 2: LITERATURE REVIEW

2.1 INTRODUCTION

This chapter provides a theoretical framework in relation to the inclusion and participation of young persons with disabilities in development programs. In explaining inclusion of youth with disability in development, the chapter utilizes the social model of disability, empowerment theory and critical disability theory. The chapter explores literature on the inclusion and participation of youth with disability in development programs taking the global, regional and local perspective

2.2 THEORETICAL FRAMEWORKS

This study will be deep-rooted in emancipatory disability studies, thereby employing the critical disability theory. Hall (2019) noted that, critical disability theory refers to a diverse set of theoretical approaches that analyse the socio-cultural, historical and political dimensions of disability as a phenomenon highlighting the relativism around it.

2.2. 1 Social Model Theory

The analysis, according to Barnes which was influenced by the social model, assets that people are not disabled by their impairments but by the social barriers they face in their environment. Barnes (1991) defined disability as "the loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers" (p. 2). Thus, it argues that disability is a socially constructed concept, its meaning based on the perceptions of those making up society and it has been made worse by globalization (Llewellyn &

Hogan, 2000; Olkin, 2011b). Proponents of the social model argue that disability is located in the social environment, which they view as exclusionary and oppressive, rather than in the body (Marks, 1999). Social modelists define the environment broadly as including physical, economic, and political factors, as well as social dimensions. Oliver (2018) supported the above point and noted that, individual limitations of any kind may not be the issue but rather, the society's failure to adequately ensure that the needs of youth with disability are met is to blame. Oliver (2013), highlighted that, the social model encourages the eradication of barriers that are disabling to youth with disabilities, regarding societal attitudes, stigma and discrimination and access to education, transport, public buildings and other services.

Furthermore, in relation to the study, social model theory proves to be of crucial relevance in the sense that it helps to show how the structure of the society and its views towards youth with disability can be the causative factor of the exclusion of youth with disabilities in anything socio-economic development in Zimbabwe. It shows how the society can hold back any efforts that may be put in place to exercise inclusion in its diversity. Social model theory shows that resistant to change by societal members may hinder an effort in implementing laws and policies that address social isolation, discrimination, corruption and nepotism.

However, some school of thoughts criticized the social model theory for being unrealistic in its emphasis on barrier removal. Oliver & Barnes (2012), argued whether it is possible to remove all barriers and create a concussive environment for youth with disabilities. Despite the criticism given to the social model, the social model is still relevant in the Zimbabwean context where levels of exclusion from work and livelihoods development for persons with disabilities are critically high, especially youth with disabilities. In this study, it was justifiable to draw on the aims of the

social model, which highlight the disability barriers that are created by society and how these barriers can be removed.

2.2.2 Critical Disability Theory

Critical Disability Theory was employed in this research. It is an academic approach that emerged in the late 1980s and 1990s. Critical Disability Theory challenges traditional views of disability as a personal deficit and instead focuses on the social, political and cultural factors that contribute to the marginalization of people with disabilities. According to Schalk (2017), it includes the analysis of social norms and conditions that increase stigmatised attributes in particular social groups. The Critical Disability Theory critiques power dynamics, societal norms and systematic barriers that perpetuate discrimination and inequality and it aims to promote social justice, empower individuals with disabilities, and advocate for policy changes that address structural inequalities (Steele, 2020). It urges scholars to commit to the liberation of people who are illness-based and devalued and Goodley et al (2018), supported the above point and noted that critical disability theory is liberating discourse. Ellis et al (2018) averred that this theoretical approach calls one to engage in coalitional, intersectional and transformative critical work. Meekosha & Shuttleworth, (2009), argued that it includes implementation in a quest to build a participatory society. Cooper (2020) postulate that, it considers the rights-based approach, a crucial tool for promoting the quality claims of people with disabilities and for supporting their full integration into the society, while bringing into the society the value of diversity. Therefore, in this regard, Critical Disability Theory will help in identifying the challenges that youth with disabilities face in accessing socio-economic in development Zimbabwe.

The Critical Disability Theory in of great significance to the study because it helps to clearly show the challenges youth with disabilities face that may limit their participation in the socio-economic

development sector of Zimbabwe. According to the theory, in Zimbabwe youth with disabilities still face marginalization and stigmatization due to societal attitudes, beliefs and norms. It is believed that, often youth with disabilities face negative stereotypes, exclusion in socio-economic development programs in communities which can limit their opportunities and social interactions. The theory also highlighted that, power imbalance and unequal distribution of resources is another challenge that youth with disabilities still face in Zimbabwe. They often have limited decision-making power and they suffer social injustice; hence this undermines their autonomy and agency in developing the country. Furthermore, the theory shows that lack of representation in media and society often limit youth with disabilities in taking part in socio-economic activities in the country. This is so in the sense that, they lack access to development information, the issue of misrepresent or underrepresent can contribute further to the exclusion and discrimination of youth with disabilities in development activities. Lastly, the theory emphasizes the importance of youth with disabilities becoming agents of change and liberation by actively participating in advocacy efforts, and the need for youth empowerment and creation of spaces where their voices can be heard. It pointed out the need to develop transformative policies that may help change the economic, political and social structure of the society in order to liberate humanity and it derives the need to achieve real empowerment and equity for youth with disability.

2.2.3 Empowerment Theory

Empowerment Theory a third theoretical framework employed in this study, that emerged in the late 1960s and 1970s as part of the broader civil rights movement focused on enabling individuals with disabilities to gain control over their lives and participate fully in society. Therefore, empowerment according to Peterson (2014) is a process that is active and participatory by means of which individuals gain more control over their lives and their rights, and marginalisation is

reduced. Kao et al (2014) described empowerment as a process that assists the powerless people realize their self-abilities, enabling them to participate more, to have control, and influence over their own affairs. The empowerment theory also looks at race, ethnicity or culture and one's status with regards to class in shaping individuals and their problems (Turner & Maschi, 2014). Empowerment theory emphasizes the importance of self-determination, self-advocacy, and peer support. Youths with disabilities are a marginalised group and they often experience disempowerment in the form of social exclusion, oppression, and poverty (Masterson & Owen, 2006). The empowerment theory identifies barriers to empowerment as either direct power blocks or indirect power blocks (Turner & Maschi, 2015). Direct power blocks are those things that structurally exist, and which are not in control of an individual that can block or eliminate an individual's ability to attain power (Turner & Maschi, 2015). Examples of direct blocks would be if information that is pertinent to youths with disabilities is in written format when some of them are unable to read and who cannot read may not allowed to vote and anything education. Another example of a direct block is if the policies of a country are discriminatory, and they do not allow a person of a certain group to attain power. An indirect power block, on the other hand, is an internalised form of oppression such as a negative outlook on life and low self-esteem, which usually happens to individuals who have been oppressed or stigmatised and who have an internal narrative that keeps them in an oppressed and helpless state (Turner & Maschi, 2015). The empowerment theory also increases consciousness regarding the nature of oppression that one is facing. This awareness results in transformation and growth that may allow people with disabilities to take more control over their lives as knowledge is power (Turner & Maschi, 2015). However, some criticism highlighted that the empowerment theory is not specific, and one may get different applications from different researchers (Peterson, 2014). Brodsky & Cattaneo, (2013) pointed out

that, it has been critiqued for not having a clear definition, method of operation or measurement. Some theorists have indicated that empowerment theory is faulty in that the privileged in society may practice their empowerment with goals to attain self-determination at the expense of a moral obligation to help the disadvantaged and vulnerable people (Turner & Maschi, 2015).

The empowerment theory is relevant to the study despite the criticism because, it emphasizes the need to empower youth with disabilities in Zimbabwe so that they make their own choices, set their own goals and actively participate in development activities and this may help in recognize and support the autonomy and self-advocacy of youth with disabilities in Zimbabwe. The theory also acknowledges that youth with disabilities face various such and by applying empowerment theory, youth with disabilities and stakeholders can work towards addressing these barriers, empowering youth with disabilities to overcome challenges that may limit their full participation in development programs. This may also involve promoting inclusive education, inclusion and participation in decision-making process, accessible infrastructure and vocational trainings opportunities for youth with disabilities.

2.3 CAUSES OF DISABILITY

Disability causes can vary widely. According to Barnes and Oliver (2019), the human condition is composed of some degree of disability. Rieser (2008) pointed out that, there are numerous circumstances or prenatal conditions that might result in birth defects and disability. Some people are disabled at birth, some develop a disability later in life for a number of reasons such as accidents, witchcraft, avenging spirits, malnutrition, genetic diseases, exposure to environmental hazards or poor healthcare. Thus, several diverse factors may contribute disability.

2.3.1 Before birth

Prenatal effects to the mother's womb can be harmful to the infant. The child may suffer severe consequences if the mother contracts illness or if the mother experiences any form of nutritional shortage during pregnancy. This may potentially affect the unborn child. Hence, as a result the new-born may be physically or mentally challenged.

2.3.2 During giving birth

Many things can happen when giving birth that may result in negative impacts on the child. It is believed that the child's brains may temporarily stop receiving oxygen if the delivering process is difficult and this may cause serious harm to the baby's brains or spinal cords neurological system. Therefore, mental problems of the baby may result from this. Occasionally, the baby may start develop physical disabilities.

2.3.3 After birth

Impairments may develop after birth if the baby is not properly taken care of. Researchers noted that there is a danger the a new born can go blind if his or her eyes are not properly cleaned with a 1% of nitrate solution.

2.3.4 Hereditary factor

Disability can be passed down from parents to their baby. The infant may be born blind, deaf or with mental disorder all because it's a gene that runs in the family. The most common causes of inherited learning disability are fragile X syndrome and Down's syndrome

2.3.5 Malnutrition

Lack of enough nutrients in the adolescent's life may result in disability. This is so in the sense that, he or she become weaker, the hormone thyroxine is deficient in iodine shortage which hinders the body's ability to grow, hence this may cause borne deformation as a result of calcium shortages.

2.3.6 Environmental factors

Environmental factors including exposure to toxins, pollution and hazardous substances as well as accidents or injuries occurring at workplace or community and wars may cause disability.

2.3.7 Witchcraft

Witchcraft is believed to be a cause of disability in Africa as a whole continent. Muchinako et al (2013), stated that the Shona people of Zimbabwe, like many other tribes around Africa believe in witchcraft *(uroyi)*. Researchers highlighted that people argued that, witches have the power and ability to cast evil spells and dark spirits which may lead to disabilities like blindness. Cerebral palsy and also epilepsy. Many arguments pointed out that, witches may end up bewitching other people, family members simply because they are jealousy of their achievements. According to Muchinako et al (2013), spooks *(zvidhoma)*, goblins *(zvikwambo)* and lighting *(mheni)* can be sent to the targeted person and strike them. Therefore, that person may fall ill and end up having disability conditions.

2.3.8 Avenging Spirits

In Zimbabwean culture, many believed that unsettled social issues with families, community member, community leaders and other members of the society can cause disability. Muchinako et al (2013) argued that, the most crime one can commit and live a miserable life in Zimbabwe is taking human life. This is so, in the sense that if someone killed a person, he or she will be haunted

down by the spirit of the dead through causing misfortunes, mental illness, he or she may bear a child with disability. However, this may be settled through consulting witchdoctors and healing prophets.

2.4 TYPES OF DISABILITY

2.4.1 Intellectual Disability

It is a state where an individual's capacity of comprehension and information processing is compromised to the point where it is negatively affecting their daily performance. It also refers to neurodevelopmental conditions that effect functioning in cognitive functioning such as learning, problem solving and judgement and also adaptive functioning, activities of daily life such as communication skills and social participation.

2.4.2 Cognitive Impairments

Cognitive impairment may develop later in life due to sickness. Cognitive impairments hinder one's thinking capacity, idea generation, concentration, reasoning capacity and memory keeping. Signs of cognitive impairments include memory loss, trouble in solving problems and changes in mood and behaviour.

2.4.3 Deaf and Blind

Both deafness and blindness my cause several problems to occur in one's life. Hearing difficulties and lack sight both comes from sensory impairments of the hearing, vision and sensory processing. Both of these impairments make accommodation a challenge. It can be caused by presbycusis, usher syndrome, congenital rubella syndrome, sight loss and premature birth.

2.4.4 Dexterity Impairment

This type of impairment challenges the activities like moving, turning to the other side, pressing objects because of the reduced functions of arms and hands. This may be a challenge when trying to use some devices, difficulty writing or buttoning clothing and having trouble controlling eating utensils.

2.5 LEGISLATIONS, POLICIES AND PROGRAMMES THAT EMPOWER AND PROMOTES THE RIGHTS OF PERSONS WITH DISABILITIES

2.5.1 United Nations Convention on the Rights of Persons with Disabilities (UNCRPD 2006)

The convention is based on the principles of non-discrimination, equality of opportunities, accessibility, full and effective participation and inclusion of persons with disabilities in all societal development activities. This human rights treaty emphasizes the promotion, protection and ensure equal enjoyment of all human rights and fundamental freedoms by all persons with disabilities. The CRPD has been ratified by over 180 countries widely demonstrating their dedication to upholding the rights of persons with disabilities and become one of the most ratified human rights treat. According to this declaration, persons with disabilities must be given the respect accordingly, rehabilitation opportunities, employment, education, health services, human dignity, access to justice and freedom in life.

2.5.2 United Nations Sustainable Development Goals (SDGs, 2015)

The 2030 agenda of leaving no one and no place behind adopted by the UN in 2015 includes specific reference to persons with disabilities in several SDGs. Sustainable development goal number four ensures inclusive and equitable quality education. According to FAO of the UN (2015) The goal calls for promoting lifelong opportunities for all, that is affordable quality technical, vocational and tertiary education. The sustainable development goal eight also promotes

decent work and economic growth for persons with disabilities. The goal is anchored on the need to achieve full and productive employment and decent work for all, including persons with disabilities and equal pay for equal value (FAO, 2015)

2.5.3 Disabled Persons Act (Chapter 17: 01, 1992)

The 1992 Act stated that any form of discrimination towards persons with disability in Zimbabwe is a serious offense. It further highlighted that persons with disabilities must have equal access to opportunities. According to article (9) of the Act, there should be no kind of discrimination against PWDs in relation to employment opportunities, recruitment, creation and classification of jobs and posts, determination of wages, allowances, pensions, leaves and accommodation. However, some critics pointed out the act lacks clarification as to who will do what, where and how. Munyanya (2003), argued that the Disabled Persons Act (1992), must be clear on the issue of recruitment of persons with disabilities and emphasizes that the act must be applied in both sectors since PWDs are facing discrimination mostly in public sector. Thus, the act must be strong enough to stand against discrimination and exclusion and be applied accordingly so as to achieve empowerment and inclusion of persons with disabilities.

2.5.4 The African Charter on Human and Peoples Rights (1998)

This charter upholds the rights of persons with disabilities in Africa. It emphasizes that, states should must employ legislative and administrative measure to guarantee the inclusion of vulnerable groups and people with disabilities in development activities. The African Charter pointed out that all African states must promote the inclusion and participation of person with disabilities in social groups and empowering programs. In addition, The Charter mentioned that persons with disabilities must have access to basic needs and their social needs should be provided by the government. In article (18) the charter stated that, PDWs have the right to special protection

in keeping with their special needs. Hence, the African Charter encourages the empowerment, inclusion and participation of PDWs in Africa.

2.5.5 The Constitution of Zimbabwe (2013)

According to the Constitution of Zimbabwe, persons with disabilities must be empowered to develop their living standards and the economy of the country at large. The article 22 of the constitution mentioned that states, agencies and institutions in Zimbabwe should respect and uphold rights of persons with disabilities, to be particular the right to be treated with respect and dignity as well as helping them with resources to realize their abilities and reach their full potential. In article (88), the charter cited that the role of the government is to ensure the PWDs have high self-esteem and they are well aware of their physical and mental capabilities. Thus, they must be protected from any form of abuse and exploitation and they have the right to quality education services, health services, counselling and any other forms of functional treatment when needed. Therefore, one can argue that the constitution aims to achieve disability inclusion, empowerment and equity in all parts of development.

2.5.6 The National Disability Policy (2021)

The national policy aims to uphold the rights of persons with disabilities, economic empowerment and self-reliance. According to the policy any form of discrimination against persons with disabilities, abuse, exploitation and abuse is an offence. The policy went further and pointed out that there should a minimum of 15% workforce of PWDs across all organizations and they must be employed on the basis of qualifications, skills, merits and not judge on the basis of disability. There should be a reasonable accommodation for persons with disabilities, must have access to development information, concussive living conditions, transport, cultural life, leisure and recreation. According to the policy, PWDs must have access to health services in public health

care institutions including in the area of Sexual and Reproductive Health Care and health services must be provided in places that are as close as possible to the communities where PWDs live including in rural areas. The policy also highlighted that PWDs must be exempted from paying fees and levies at all in public learning institutions and inclusive education and provision of sign language must be in all schools. Chapter 3 of the policy highlighted that assistive devices, personal mobility and communication must be provided by the government for free and training mobility skills must be made available for PWDs and they must have access to communication technologies. Hence, the policy's goal is to promote the rights of PWDs and make sure they are empowered so as to achieve the 2030 agenda of sustainable development for all.

2.5.7 African Disability Protocol (1981)

The protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa of 1981 highlighted that PWDs have rights to education, social justice, health and it prohibits discrimination on the basis of disability. The protocol has been ratified by the government of Zimbabwe paving the way for the improved rights and inclusion of PWDs, and this is according to recent post from The Herald Zimbabwe and Equal Zimbabwe. According to the protocol, discrimination on the basis of disability refers to any distinction, exclusion or restriction 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 of all human and peoples' rights in the political, economic, social, cultural, civil or any other field. Therefore, the protocol pointed out principles that must be followed such as equality of opportunity, accessibility, full and effective participation and inclusion of PWDs in society and respect for difference and acceptance of PWDs as part of human diversity in Africa. Article (5) of the protocol cited that PWDs shall be entitled to the enjoyment of the rights and freedom, recognised and guaranteed in this protocol without

distinction of any kind on any ground including race, ethic group, colour, sex, language, religion, political or any other opinion national and social origin or any status. The protocol went further and emphasise that state should take steps o ensure that specific measures, as appropriate are provided to PWDs to eliminate discrimination. Hence, the protocol aims to promote the rights, inclusion and empowerment of persons with disabilities in Zimbabwe.

2.5.8 Persons with Disability Bill (2023)

The bill reflects Human Rights Based Approach to disability, fundamental Rights and Freedoms of PWDs. Clause (37) of the bill provides for the promotion of employment of PWDs and from clause (38), member states shall make use of appropriate measures to ensure that all PWDs have the right to an adequate standard of living for themselves and their families and continuous improvement of their lives. The bills cited that, PWDs has the right to participation in political and public development activities and they must have access to Assistance Fund PWDs to promote their rights. The bill also pointed out that PWDs have the right to autonomy and equal recognition before the law and access to social protection and justice, education, included in community and state development activities to achieve inclusion and 2030 Agenda. Therefore, one can say that the bill's main objective is to achieve inclusion in its diversity in line with the leave no one and no place behind towards attaining vision 2030.

2.6 HOW PEOPLE VIEW DISABILITY

2.6.1 Introduction

UNDESA (2012), estimated that there are between 180 and 220 million youth with disabilities across the globe and about 80% of them live in developing countries. Many countries in the world adopted programs and policies that provides guidelines and principles for PWDs. However, persons with disabilities face numerous hurdles in their lives, that result to their exclusion from

political, social and economic development activities, and this make their way of live more difficulty. Many PWDs are vulnerable to abuse and poverty because they are uneducated, isolated, discriminated against and abandoned by their families, peers and community members. Therefore, one may have to understand how people view or see disability inclusion towards attaining the 2030 Agenda.

2.6.2 Disability as a Curse

Many African countries have unique cultural beliefs, attitudes and perception of disability across societies. A study carried by Etieyibo and Omiegbe (2017), highlighted that people across some societies in Africa have these perceptions and beliefs that for one to have any form of disability, it is because of some spiritual forces. The study cited that these spiritual forces are connect to the African belief in divinities. According to the study, these spiritual forces are believed to have a connection with divine healers, hence one is urged to avoid any misunderstanding with these healers because it is believed they have power to curse and use dark spells that may result in disability. Thus, people view disability as a curse in the sense that they believe it evolves around spiritual forces and it is related to spiritual practices such as witchcraft and reincarnation. Etieyibo and Omiegbe (2017), went further and highlighted that the witch with strong dark powers is seen to always attack the mind first to cause mental illness first and then the physical challenges in one's life.

2.6.3 Assuming persons with disabilities are incapable

Various studies carried across Africa highlighted that, so many different people assume and believe that youth with disabilities are un able to participate fully in school, social activities, hobbies and the workforce. A study carried out by Gavu et al (2015), highlighted that education is of great important in Ghana but how people view disability and inclusive education is a significant

barrier that is limiting the capabilities of YWDs in the education sector. The study pointed out that, so many families see the education of persons with disabilities to be a waste of time and resources only because of the perceptions that PWDs are incapable of contributing meaningfully to the development of the society and the country. Person with disabilities are often tied up to lower educational levels, high unemployment rates and poverty due to negative perceptions from company owners, societal members and peers. Naami et al (2015), argued that one of the reasons for unemployment among PWDs is the employer's failure to recognise the potential in PWDs and the fear of the spiritual forces associated with physical disabilities. Therefore, stigma and negatives assumptions pose as a huge barrier towards the economic productivity of PWDs.

2.6.4 Viewing youth with disabilities as Burdens

Researchers pointed out that, in various cultural societies across the African continent see youth with disabilities as a problem or a burden to the development of the society. A study carried out in Ghana by Mfoafo-M'Carthy et al (2020), highlighted that the country's economy is deteriorating and approximately 4% of the population is comprised of PWDs who are facing various problems and they are vulnerable to abuse and death because they are being isolated from social activities simply because people see them as burdens. According to the study, PWDs are labelled as problems because they require special treatment in the health sector and affordability was identified as the mother barrier to health care of PWDs. Hence, to ease the load, caregivers and family members resort to isolated homes and persons with disabilities there are facing discrimination and stigmatisation from health service providers. Dassah et al (2018), postulate that due to how people see PWDs as burdens and stereotypes about the economic incapability of PWDs, their health care is not the top priority as caregivers, professional health providers see it as a waste of resources. Hence, seeing PWDs as burdens is affecting their full participation and inclusion in development activities.

2.7 ROLES OF YOUTH WITH DISABILITIES IN PROMOTING DEVELOPMENT IN ZIMBABWE

2.7.1 Introduction

Several studies around the globe proves that youth with disabilities often face exclusion, discrimination and different social, economic and political challenges as compared to those without disabilities. Many countries look and work towards achieving the vision 2030 of leaving no one and no place behind in terms of development. Therefore, it is crucial to ensure that all youth have equal access to job opportunities, education, health, information, social justice and social protection to achieve socio-economic development and for them to become more productive in their lives, to enjoy their rights. However, it is also essential for one to bring forth the roles of youth with disabilities in promoting development in Zimbabwe.

2.7.2 Advocate for Disability Inclusion and Equity

Disability exclusion and stigmatization is a pandemic that is slowing down the development process particularly in developing countries. Several studies shows that youth with disabilities can advocate for the equitable treatment of all individuals, ensuring that their specific needs and challenges are addressed within various spheres, including education, employment and community engagement. Youth with disabilities play crucial roles in advancing civil rights and legal services for persons with disabilities through public policy advocacy, hence promoting equity and inclusivity development. Together with advocacy organization, youth with disabilities are committed to diversity, equity and inclusion of individual with disabilities as well as their access to social justice, needs in societies and promoting their rights. For instance, the National Disability Policy was launched in 202 because of the advocacy work of organizations such as FODPZ, NASCOH, ZCC, Deaf Zimbabwe Trust and other individuals in Zimbabwe. Hence, one may agree

that advocacy is one crucial role that is being played by youths in Zimbabwe to promote development.

2.7.3 Innovation and Entrepreneurship

Youth with disabilities are innovative in the business and agricultural sector in developing countries despite lack of knowledge, lack of financial resources and equipment. Studies of Nhamo and Sibanda (2019), reviewed that, youth with disabilities are innovative enough in every development activity but due to exclusion and isolation, their ideas and abilities are easily ignored. They are able to contribute to entrepreneurship initiatives and bring in unique perspectives and ideas to the table which can positively impact socio-economic development. Therefore, they must be given enough funding and education so that they may be able to reach their full potentials.

2.7.4 Skill Development and employment

Youth with disabilities are capable enough to play big roles that may forge development in the country. A study carried out by Rugoho (2019), reviewed that, youth with disabilities have all what it takes to be included in the skills development programs tailored to their abilities and preparing them for meaningful employment opportunities that contribute to socio-economic landscape in Zimbabwe. Skills development and employment opportunities may also lead to the development of their standards of living. Another study proved that, their active duty in arts, craftsmanship and agricultural projects is helping the countries to push the 2030 agenda forward. Therefore, one may not ignore that, youth with disabilities play a pivotal role in skills development and employment that may push forward the socio-economic development of the country.

2.7.5 Education and Awareness

Youth with disabilities are reported to be proactive in education and awareness campaigns in communities they stay despite the challenges they face (UNICEF 2021). Their engagement in educational outreach and awareness campaigns is crucial in promoting full understanding of human rights, influencing decision and policy making processes and in attaining inclusion of individual with disabilities. All this work is helping in pushing towards attaining the vision 2030.

2.8 CHALLENGES THAT MAY LIMIT THE PARTICIPATION OF YOUTH WITH DISABILITIES IN PROMOTIMG DEVELOPMENT.

2.8.1 Introduction

The world is comprised of approximately 15%   of person with disabilities and many of them live in developing countries where they can not afford inclusion and quality care. According to the study by the United Nations (U N) WHO (2012), over 32. 7 million people across America have some different form of disabilities despite the efforts and programs implemented by the American Disability Act, many persons with disabilities still suffering from high unemployment rate, poor education services and health services than those without disabilities. World Health Organization (2012) highlighted that over 80 % of people with disabilities in developing countries are unemployed and its different from 50% of persons with disabilities found in industrialized countries. This then, shows that the level exclusion from workplaces jeopardise the lives of roughly 1. 5 million of domestic goods. Hence, based on the above information, one may argue and conclude that hurdles that persons with disabilities face in developing countries are different from other developed countries.

2.8.2 Environmental challenges

The environmental structure can be a challenge or a barrier that may limit the participation of youth with disabilities in socio-economic development activities. The environment in this context is be characterised by inaccessible buildings, roads and institutions that are unfriendly to persons with disabilities. Unfriendly infrastructure is found mainly in tertiary institutions, health institutions and work places. In support of the above point. Nhokwara (2015), argued that the unfriendly nature of the environment and infrastructure that is in tertiary institutions, workplaces and in their community is limiting the inclusion of youth with disabilities in social and economic development activities. Another study carried out by Dr Surya (2011 to 2018) on the inclusion and economic empowerment of youth with disabilities in developing countries highlighted that transportation challenges as a critical factor that limits access to education, vocational trainings and employment opportunities and a serious threat to the inclusion of youth with disabilities in socio-economic development. Another research by Groce (2015) indicated that, inaccessible or unavailability of transportation perpetuate the exclusion of the youth with disabilities in socio-economic development programs and this led to poverty and underdevelopment especially in developing countries.

2.8.3 Discrimination

Youth with disabilities often face discrimination from families, peers, workmates and other community members, and it is such treatment that led to social exclusion. Discrimination as alluded by Chimedza and Sithole (2011), refers to stereotyping and devaluation of one's self-worth through bullying, calling aggressive names and labelling. Youth with disabilities succumb to discrimination worldwide and this is negatively affecting their inclusion and participation in socio-economic development. For instance, in Zimbabwe studies proves that names that are being used

to describe persons with disability across all societies is discriminatory in nature; the Shona name *"Chirema"* undervalues their abilities and reduced them to people with nothing to offer to the development of their lives and the economy at large. Chimedza and Sithole (2011), added that this lowers their self-esteem and reduce them to just objects in the community. According to Nhokwara (2015), discrimination and labels attached to persons with disabilities in their social lives may result in oppression of them in all areas of their lives. Hence this may limit their access to employment, shelter, health services, education and also their meaningful engagement in development activities.

A study carried out by Goreezny (2011), on challenges faced by persons with disabilities highlighted that negative attitudes towards persons with disabilities is a serious invisible challenge that limit the participation of youth with disabilities in economic activities from community level up to top government chambers. He went further and stated that, this prevents youth with disabilities to look for help and led to loneliness hence social isolation. Thus, this may affect their psychological and emotional problems that can lead to low self-esteem. Therefore, Goreenzy (2011) concluded that there is need to put measures and remove social barriers limit the inclusion and participation of youth with disabilities in socio-economic development.

2.8.4 Unemployment

Several studies carried out around the globe proves high unemployment rate among persons with disabilities and this is so mainly because of the attitude of employers and their views towards hiring them. NASCHO (2012), carried out research and pointed out that only 2% of persons with disabilities are employed in the public sector and less that 7% are involved in small scale farming in rural areas of developing countries and few of them are studying in tertiary institutions. Results highlighted that a huge number of persons with disabilities live their lives as beggars and some

resort to drug activities because job shortages. High rate of unemployment of persons with disabilities in Zimbabwe and other developing countries is all because of lack of qualifications, negative attitudes towards hiring them and discrimination from those without disabilities and those with access to opportunities and job information. Hence all this is limiting their inclusion in socio-economic development activities.

2.8.5 Abuse

Many studies concerning persons with disabilities reported that abuse in one of the most challenge that is limiting the inclusion of youth with disabilities in socio-economic development activities in the world. Save the Children (2014), highlighted that women and girls with disabilities face discrimination, sexual abuse and harassment daily in their communities. Statistics provided stated that, approximately 48% are deaf and have some intellectual challenges, 15, 7 % have hearing impairments and 25% of those with several physical disabilities. Sexual abuse let to wide spread of sexual transmitted diseases and reports highlighted that an estimate of 55% tested positive for HIV. Save the Children (2014) went further and noted that, the most disturbing part that is affecting their full participation in development activities is that they have no access to counselling, treatment and health providers always shut them out. In support of the above point, NASCHO (2014) argued that women and girls with disabilities are more vulnerable to sexual abuse in every society especially in developing countries.

2.8.6 Poverty

Poverty in believed to be another big barrier that is limiting the inclusion and participation of youth with disabilities in socio-economic development in Zimbabwe and across the globe. Reports from the World Bank (2012) defined poverty as state whereby one's income and social, material and cultural resources are not enough for the to live a normal expected life in the society. Thus, poverty

is the order of the day in developing countries for example in Zimbabwe where access to basic needs like food, water, shelter, education and health services is limited due to high cost of living. Hence, as a result low income, high rate of inflation and shortage of resources may pave a way to the exclusion and marginalized of persons with disabilities in every aspect of development. World Health Organization (2013), postulate that poverty and disability exclusion in interlinked and they further argued that poverty can cause secondary disability due to poor living conditions, poor quality health care, unavailability of quality education and Income shortages. All this can further the harm and increase the exclusion gap from all development activities. Therefore, persons with disabilities needs special support and equal access to development information so that they can develop their living standards.

2.8.7 Lack of finance and high cost of assistive devices or equipment

A diverse number of studies highlighted that persons with disabilities require special equipment and funding to live an expected life and also to participate in development activities. However, the situation is different in developing countries where disability funds are being used for personal gains and the cost of disability equipment is very high. Kimbugwe (2010), noted that it is quite difficulty to access or buy assistive devices for persons with disabilities in Zimbabwe because of inflation and corruption. For example, wheelchairs, hearing aids brail prices are quite high and there no funding for them. Lenet (2010), argued that these devices should be made available for everyone according to their disability type to achieve inclusion in schools and in development activities. Hence, one can argue that lack of finance and high cost of assistive devices is another challenge that is standing in the way of disability inclusion and participation in socio-economic development in Zimbabwe.

2. 9 GLOBAL LITERATURE

2.9.1 Introduction

 Diverse previous studies highlighted that impairment affect an approximate number of 500 million individuals worldwide and between 100 and 150 million are youth, teenagers and children. Therefore, people with impairments are among the poorest and the marginalized people across the globe. Chappell (2011), argued that current disability statistics indicated that one in seven persons in the word have different types of disability and about 80% of PWDs live in developing countries. Persons with disabilities are among the poorest and most marginalized people in the world live in poverty and are vulnerable to abuse. Social exclusion and discrimination is the order of the day for PWDs even though so many countries around the globe adopted different policies and legislations that protect and promotes the rights and well-being of people with disabilities. Hence, one may be pushed and seek to understand how other countries in the word are dealing with the inclusion of youth with disabilities in development programs and how they are pushing towards the attaining the 2030 agenda.

THE UNITED STATES OF AMERICA

The United States of America is characterized by a diverse large population of people and it is one of the developed countries in the world. According to the previous and current studies, a lot has been done in the country for the wellbeing of youth with disabilities. So many policies and programs are implemented in the country for the betterment of the lives of PWDs. According to a study by Novak (2015), The Americans with Disabilities Act of 1990 (ADA) is one of the crucial landmark civil rights statutes in the country. The act prohibits discrimination and emphasize equality of opportunities for PWDs in the state and local opportunities, employment, socioeconomic development programs, transportation and public accommodations. The act has its

predecessor, the section 504 of the Rehabilitation Act of 1973 and they both condemn discrimination language against employment of persons with disabilities in funded and public development activities. The act extends the protection of PWDs in both public and private sector and cited that employers should not ask an applicant disability-related questions prior to making a conditional job offer. Thus, the law prohibits discrimination in all employment practices including recruitment, hiring, termination, promotion, compensation, job training and other privileges of employment. The Americans with Disabilities Act as noted by Hoffman (2013), has been interpreted as more than an anti-discrimination statute but rather a federal policy commitment to the social inclusion of people with disabilities. The US legislature gazetted the law and stated that discrimination against PWDS through isolation and segregation is a serious national problem. The From Exclusion to Equality program of 2007 led to the increased number of students with disabilities being enrolled in the education sector in the United States and all around the globe. Thus, this shows a positive movement towards achieving equality and pushing for equity in all development sectors. However, despite the all the adopted and implemented policies for promoting disability inclusion, youth with disabilities still encounter numerous challenges in their daily lives than those without disabilities. Concerns are on the rise about exclusion and discrimination of youth with disabilities in socio-economic development programs.

BANGLADESH

Studies referred Bangladesh as one of the most populated countries found in South Asia with over 170 million people. The 2011 census highlighted that 1.41% of Bangladesh's total population has some different form of disability, highlighted that the is a huge gap prevailing between PWDs and those without. According to UNICEF (2014), Bangladesh was amongst the countries that ratifies the UNCRPD in 2007. In a quest to promote the lives and inclusion of PWDs, the country went

further and adopted multiple policies and legislatives including, Children's Act 2013 and Rights and Protection of Persons with Disabilities Act 2013. A study by Barua (2018), highlighted that persons with disabilities often face social exclusion and discrimination in Bangladesh when trying to access educational services, social development activities, health services and transportation. Statistics provided by the study shows that about the literacy rate is very low in youth living in rural areas and its 31,2 % (Bangladesh Bureau of Statistics, BBS 2015). Barua (2018) cited that a percentage number of 32% of PWDs have no education and the rate is high. According to the report provided by BBS (2015), 61,7% of persons with disabilities have no access to education because of discrimination. UNICEF (2014), carried out an analysis on the exclusion of PWDs in development programs and the result was that, existing laws and policies in Bangladesh are discriminating and lack of funding is worsening the situation especially towards the improvement of the country's economy and the lives of PWDs. Therefore, the above evidence shows that Head of States across the globe still have a long way to go as far as disability inclusion and development is concerned. This is so in the sense that, despite all the efforts, policies and laws implemented towards the promotion of the lives of PWDs and inclusion in socio-economic development, there are so many challenges that needs to be addressed.

2.9.2 REGIONAL LITERATURE

GHANA

In Ghana, various studies produced significant results on disability issue since 1990. Researchers demonstrated that disability movement for PWDs in the 1990, was a crucial social change movement for the lives and rights of PWDs. The study by Gavu et al (2015), highlighted that in 1992, the government of Ghana amended the Constitution and democracy prevailed and proved access to basic rights including access to health, education, public space and transport and there

was a massive transformation of political atmosphere concussive for PWDs. Further studies by Kuyini et al (2011) stated that the government of Ghana introduce a community -based rehabilitation program for PWDs. The program operated from 1999 to 2002, guided by the welfare principles and it was funded by the United Nations and the Official Development Assistance with the main goal of improving the living standards of PWDs in Ghana. The program was an important effort for individuals with disabilities in the community working together with government officials to bring about the inclusive socio-economic development, motivating disability activities and public awareness. However, due to lack of commitment and corruption among top government officials, international funding eventually stopped. Some researchers cited that later on, the amended constitution of 1992 deemed unsatisfactory because it failed to cover all basic human rights for PWDs, paving a way to the establishment of the 2006 Persons with Disabilities Act. Gavu et al (2015), argued that the main aim of the act was to fulfill the gaps in the constitution and promote the rights of people with disabilities and highlighted that PWDs would have access to various services just like persons without disabilities such as access to health, employment, health services, proper housing and protection from any form of abuse. Therefore, a study by Mfoafo-M'Carthy et al (2020), pointed out that despite all the efforts and improvement made for PWDs in Ghana, a large number of PWDs have no access to basic needs, they experience abuse particularly YWDs, exclusion and discrimination is at highest level and it is fuelled up by negative cultural practices and religious belief against YWDs. The study mentioned that, laws and policies are there on a paper but the reinforcement seem to be weak and the implementation process empowerment programs is hindered by corruption and poverty in country. Hence, as a result a large number of YWDs are affected socially, economically and their way of life is being labelled as a barrier to the economy of the country and they are facing exclusion in development activities.

In 2007, the constitution of Kenya recognizes people with disabilities and defined disability as 'any physical, sensory, mental, psychological or other impairment, condition or illness that has, or is perceived by significant sectors of the community to have, a substantial or long-term effect on an individual's ability to carry out ordinary day-to-day activities' (UNICEF 2022). According to the study by UNICEF (2022) towards the inclusion of YWDs socio-economic activities in Africa, the government and non-government organizations has done several works towards attaining disability inclusion in development activities. For instance, The Ministry of Gender, Children and Social Protection together with the National Council for Persons with Disabilities (NCPWD) come up with several mechanisms with aim of promoting the lives of PWDs in the country. However, duplication of services and lack of funding stand in the way of effective service delivery to children and youth with disabilities. In the positive movement of developing the lives of PWDs and pushing towards the 2030 agenda, the study proved that in 2021, the government published the Disability Inclusive Data Charter Action Plan, with the objective of engaging ministries, countries, departments and development agencies to work together in coordinating, collecting and analysing disability data and use disaggregated data in service provision, planning disability centred programs as well as in education enrolment. UNICEF (2022), noted that The Ministry of Gender, Children and Social Development has the mandate for disability issues at the central level and has made youth with disabilities a priority group. In addition, there is a National Gender and Equality Commission (NGEC) which is working towards the inclusions, equity and development of disability rights. CRPD is monitored by the Human Rights Commission and all these efforts and works are being done towards creating a better life for PWDs in Kenya. However, the study shows that the number of disability exclusion is still on the rise especially in the education sector. The

Education for All (EFA) program in Kenya is argued to have exclude the broader issue of disability inclusion in the education sector, in the sense that it focuses much on social justice, human rights but barely mentioned how people with special needs should be treated in schools and vocational trainings. The study mentioned that inaccessible resources, lack of funding and high rate of unemployment is another challenge that is slowing the development of the lives of YWDs in Kenya. Another study by Opoku et al (2017), revealed that PWDs experience limited access to employment opportunities and it is so because of negative attitudes of employers, uncompetitive educational qualifications, unfriendly work environment and the ineffectiveness of the legislation towards the right to employment of PWDs. Therefore, this shows that YWDs are struggling to find themselves in development activities.

2.9.3 LOCAL LITERATURE

ZIMBABWE

Zimbabwe is a developing country with a population of over 12 million people. According to WHO (2011) at least 10% of the total population have impairments and they endure widespread abuse of their fundamental rights and freedom, poverty and discrimination in the country. According to Mugweya (2020), the government of Zimbabwe lacks an exact number of PWDs, the census provides no precise desegregated data on the number of persons with disabilities. He went ahead and argued that, the lack of statistics of PWDs and the knowhow of where they live is a clear significant sign that there is lack of commitment towards disability inclusion and shortcomes in efforts made towards addressing challenges PWDs face in the country. Several studies mentioned that it is difficulty for PWDs to participate in social gatherings, sports festivals, jobs, education or cultural events because they fear rejection and stigmatization. People with Disabilities are more vulnerable to poverty, sexual abuse, physical aggression and at the same time

they have limited access to healthcare and psychological abuse. Researchers, pointed out that stigma and prejudice towards PWDs arise from societal views. Theories of disability such as the medical model and the welfare systems has the view that people in the society continue to see PWDs as sick, in need of help and incapable. Thus, persons with disabilities, particularly youth are facing discrimination and isolation when trying to access information, employment, health and education.

Majoko (2019), carried out a study in the Midlands province of Zimbabwe and results pointed out that social exclusion and stigmatization towards children and youth with disabilities is a serious issue in rural schools. According to the study, YWDs often experience discrimination in sports activities and skills trainings. The study argued that, negative attitudes and perceptions from peers and teachers forced children and youth to drop out of the school, inadequate carrier guidance for YWDs is leaving them vulnerable to poverty and social exclusion. Nhamo and Sibanda (2019), argued that the environment in the country is a barrier that is hindering the inclusion of YWDs in social and economic activities especially in the rural areas. According to their study carried out in Gokwe, youth with disabilities often face inadequate funding, limited awareness on development information because they live in remote areas, inaccessible place and lack of assistive devices and equipment for them to participate in socio-economic development activities.

 The government of Zimbabwe adopted various strategies, programs and laws to minimize challenges associated with disabilities, to protect and upholds rights of persons with disabilities. The Disabled Act Chapter 17.01 of 1992 was adopted with the aim of protecting the rights of PWDs. The act mentioned that PWDs must enjoy fundamental rights including rights to education, social justice, employment and health. The inclusive education policy which was launched in Zimbabwe pave a way for PWDs to access education the same as persons without disabilities.

Several literatures however cited that, the movement face many constraints such as lack of adequate resources and teacher trainings but one may not ignore the fact that there was a steady progress in expanding access to inclusive education materials and inclusive learning environments for PWDs across the country. In addition, The National Disability Policy of 2021 provide key standards specifically for PWDs and guide how people should carryout disability work in order to bring development and achieve the 2030 agenda. The amended constitution of Zimbabwe of 2013 in its Section 22, highlighted that the State and all development agencies in the country must recognise the rights of PWDs such as the right to be treated with respect and dignity. The Section 83 further mandates the State to take up appropriate measures within the limits of its resources to ensure that PWDs realize their full mental and physical potential in their social lives and development sector. The current Disability Bill also reflects on upholding human rights-based approach and that is to treat each other on equal bases, with respect and provision of PWDs with full access to employment, funding and development information across the country. The approach seeks to empower PWDs politically, socially and economically to achieve the vision 2030 of leaving no one and no place behind. Therefore, one may applaud for the recognition, great effort and work towards the inclusion of PWDs in the development of the country. However, despite all the efforts, concerns are rising especially from remote areas in the country where a large number of all ages of PWDs resides. Several studies highlighted that, PWDs there are being labelled as "the forgotten tribe" (Chataika, 2010). This simply means a little is being done for them and with them to bring about development.

2. 10 Chapter Summary

The chapter provides a reviewed literature on the views of people on disability, causes of disability, roles of youth with disability in the socio-economic development sector and the challenges youth

with disabilities face. In explaining and trying to understand disability trends and the works being done to attain inclusion, the chapter make use of global literature, regional and local literature. The chapter also reviewed on the policies and legislations put in place to promote and protect the lives of persons with disabilities. In explaining issues of disability, the chapter employed, empowerment theory, social model of disability and critical disability model. The next chapter shall focus on research design, the area of study, the target population, the sampling techniques employed, the data collection instruments, feasibility of the study and ethical consideration.

CHAPTER 3: RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on how the study was carried out. The chapter describes the research methodology that was employed. The chapter addresses; the research design, the study population, sample, sampling techniques, data collection techniques, data presentation and analysis and ethical issues that were upheld

3.2 Research Approach

According to Patton's (2021) view on research approach, information regarding a phenomenon should be obtained, examined and applied. Creswell (2017) adds that qualitative research is categorized by its aims which relate to understanding some aspect of social life and its methods which generate words and not numbers. Therefore, this study applied qualitative research paradigm to properly solve research problems.

3.3 Research design

The nature of this study will be conducted under the qualitative research paradigm. Qualitative research contributes towards the validity of the research and improves its adherence to research ethics. Yates, (2004), supported the above point and noted that qualitative research design set to acquire an in-depth understanding and is often explanatory in nature making it suitable for generating hypotheses or research questions for further investigation of a particular aspect about an individual. Hartley and Muhit (2003) supported the above point and argued that, qualitative studies can also be a catalyst to more action research that initiates real change in people's lives. The utility of qualitative research design will assist the researcher to get the perspectives of the respondents rather than making assumptions and this will help in document the actual socio-

economic challenges young persons with disabilities face in trying to attain inclusion and participate in development Zimbabwe.

3.4 Data collection methods and Research Instruments

This research employed a wide range of methods such as interviews, focus groups, observations, and document analysis. The researcher employed in depth interviews, focus group discussions and observations to collect data for the research under study.

3.4.1 In depth Interviews

The researcher made use of in-depth interviews through administering interview schedules to young persons with disabilities and face to face interviews. Kvale (2016), define in depth interviews as semi-structured interviews and unstructured interactions with participants which focused on gathering rich detailed information about their experiences, perceptions and opinions through open-ended questions that allows participants to freely express their thoughts, feelings and knowledge of the research topic. In agreement Harrison (2017), argued that interviews are valuable when exploring the perceptions of others. Therefore, the use of open-ended question was relevant since it helped the researcher to do follow ups and to probe further so as to gain deeper understanding of attitudes and perceptions from participants.

3.4.2 Key Informant Interviews

The study employed the key informant interview guide. Key informant interviews as coined by Morgan (2014), is a type of in-depth interview that focuses on obtaining information from individuals who are considered to be influential or expertise within a particular population or about the study and have better understanding. Sharma (2017) supported the above point and noted that key informant interviews are one on one dialogues that comprises of interviewing people who have

particularly informed perspectives on an aspect of the program being evaluated. The main goal of the key informant interview is to gain an insight and understanding from someone who has unique experience related to the research topic for example governmental officials, managers and community leaders. Thus, the study made us of organizational managers and caregivers of youth with disabilities as key informants.

3.4.3 Focus Group Discussion

Focus group discussion refers to a group of people who are interviewed together to gain in depth and detailed information about a particular study as highlighted by Appleton and Walliman, (2009). The research made use of focus group discussion guide as an instrument that allows the opportunity for the researcher to obtain views of a multiple youth with disabilities on the issue of challenges they face in their societies. The use of focus group discussion proves to be relevant to the study because it helped the researcher to gain a deeper understanding of the social and cultural in which youth with disability live.

3.4.4 Observation

Yin (2015), described observation as a systematic and objective collection of data by directly observing and recording the behaviour, activities, or physical characteristics of a subject or environment. Thus, data on the environment where we interacted with the youth with disabilities and key informants at the institution was gathered through observation. Observation was relevant to the study because it helped the researcher to collect accurate data relevant to the research without influencing the participants.

3.5 Study Population

3.5.1 Target Population

Philipps & Mrowczynski (2021), define the target population as the group from which the researcher seeks to draw conclusions. Generally, target population is the whole set of units for which the survey data are to be used to make references and contextually, population is all cases or individuals that fit in the research being carried out. The study made use of a couple number of able-bodied participants as the additional supplemental respondents in the study, which focused on youth with disabilities as the sorely informants. The study targeted youth with disabilities both girls and boys from ages 18 to 35. The key informants were purposively selected based on whether or not they have a disability that is, a caregiver of a person/s with a disability and organizational leaders who are involved in disability programming through youth organisations, developmental organisations working in the study areas. This purposive selection of study participants helped the researcher to be able to solicit data from the perspectives of people directly impacted by the subject under study and that the collected data meets the criteria for validity.

3.5.2 Study Area

The research was carried out at Zimbabwe Deaf Trust Organization in Greendale and Disability Youth Advocacy Network in Zimbabwe organisation located in Glen Lorne, both organizations operate in Harare, Goromonzi, Mutare, Mhondorongezi and across the country working with a diverse number of youths with disabilities. Their line of work is anchored in disability inclusion in socio-economic development, policy making processes, disability risk reduction and disability education and skills development among others.

3.5.3 Sample Size

A sample, as coined by Whitaker (2017), is a small portion of a population that is selected and researched on behalf of the population being examined. Therefore, for this research study, the sample size was determined by data saturation. Data saturation refers to data collection that takes place until data becomes repetitive and no more new information coming in and data saturation occurred after 30 interviews. Therefore, because of the strict conditions of having a representative during the research, the researcher purposively selected individuals from the predetermined population. Engel and Schutt (2013) stated that the advantage for using purposive sampling is it enables the researcher to select the sample which reflects the best information that satisfies the study's objectives. Thus, purposive sampling method enabled the researcher to study a small subset of a larger population in which many members of the subset were easily identified. The researcher selected 22 youth with disabilities to conduct interviews and purposive sampling was used to identify 8 key informants.

3.5.4 Sampling techniques

A sampling technique as cited by Kothari (2019), is a method used to select a subset of individuals or from larger population for inclusion in a study or research project. The study made us of the non-probability sampling technique namely purposive sampling.

3.5.5 Purposive Sampling

Schulte (2019), described purposive sampling technique as a non-probability sampling strategy that involves selecting a sample based on a set of criteria or characteristics that are relevant to the research questions or a study. The researcher employed the purposive sampling technique to select key informants at Zimbabwe Deaf Trust and Disability Youth Advocate Network in Zimbabwe with the idea of generating relevant information to support the objectives of the study. The

researcher selected key informants among the organization's project managers, education and health officers and institutional directors, and they were purposely selected because they had crucial appropriate knowledge for the research topic. Purposive sampling was significant for the research because it enabled the researcher to select relevant organisations and experience individuals with expertise and crucial knowledge on the phenomena.

3.6 Data collection procedures

The researcher sought for a letter of authority from Bindura University to collect data. The researcher also sought approval letter from the Disability Youth Network in Zimbabwe (DYANZ) to collect data within their area of work.

3.6.1 Data Presentation and analysis

Sharma (2017), defined data analysis as the method of systematically searching and assessing the interviews and data records, observed notes, or any other textual resources that the researcher pull together to increase the knowledge of the phenomenon being researched. Since some respondents spoke Shona during the interview, the researcher translated data and recordings into English for analysis. Microsoft Excel was used to further turn the data into diagrams for demonstrative reasons and all these shall will be shown in chapter 4. Analysing qualitative data was mostly an inductive process that identifies the major thematic components of the data obtained. The researcher utilized thematic analysis when questioning people's views, experiences and perceptions. Philipps & Mrowczynski (2021), highlighted that the main goal of qualitative research was to gather relevant information or conclusions that are helpful in understanding the research.

3.7 Ethical Consideration

The study will be focusing on identifying and explaining the ethical issues that were utilized in the study. Ethical consideration as stated by Williman (2017), is the following of a code of principles that guides interpersonal contact during data collection. Silverman (2020), also described social work ethics as the set of guiding moral principles and values intended to define rights and responsibilities of the researcher, practitioners and to ensure the protection of participant's rights, dignity and wellbeing. The researcher set realistic boundaries to safeguard participants from any form of harm during the research activity. The researcher made sure the research goal was well explained and all the respondents understood, and the researcher take into account informed permission and privacy of participants and made sure all their rights were respected.

3.7.1 Informed Consent

According to Creswell (2017), participating in any research must be by free of will and the awareness of the purpose, procedures potential risks and benefits of the research. The researcher respected the rights of the respondents to participate or withdrew consent at any time. The researcher made sure all the participants understood all the necessary information before they were asked to be part of the research. Introductory interviews were utilized to present all the information to the respondents. The researcher, then asked the participants to sign informed consent forms to show their agreement.

3.7.2 Confidentiality

The researcher was well aware of the fact that, the participant has a right to confidentiality, and the researcher's responsibility is to make sure that their information is not disclosed in a way that would jeopardise participant's life. The researcher assured the participants that their information would be kept confidential. Sharma (2017), argued that respondents must not be recognized in

any way in a research document. Therefore, confidentiality served as the base for the study and the researcher made sure personal information of respondents was only made available to the researcher's supervisor and all documents were well kept. The researcher respected the confidentiality agreement and it helped to stay within the boundaries of what is acceptable and relevant to the study terms.

3.7.3 Voluntary Participation

The researcher also utilized voluntary participation. Last & Abramson (2017), argued that voluntary participation refers to a situation where individuals choose to take part in a research study or other activities without force. The researcher made it clear that the respondents were not being forced to take part in the study and that they may withdraw anytime they feel like. Therefore, because of this ethical consideration, the respondents were able to gained trust and integrity into the research, and this create a free space for respondents to participate without coercion and respond to the questions being asked without any bias. The researcher also made sure the respondents understood that their participation in the research was crucial for them and the society at large.

3.8 Feasibility of the study

According to Neuman (2014), study feasibility refers to the extent to which the project, process or operation is practical and can be carried out successfully and whether it will be beneficial if implemented. The study proved to be feasible because the targeted respondents agreed to be part of it because the study is an advocating tool for the rights and inclusion of youth with disability in all things socio-economic development and helping to improve their socio-economic lives. Communities and organizations around Harare where the study took place were accessible because the researcher stays in Harare, hence as a result, the research's expenses were low and reasonable.

3.9 Summary

This chapter outlined an overview of the research methodology that was employed, together with a description of the procedures that were implemented to collect data, data analysis and the ethical concerns and study feasibility. The next chapter shall focus on data presentation, interpretation and discussion of the study findings.

CHAPTER 4: DATA PRESENTATION AND ANALYSIS

4.1 Introduction

This chapter shall focus on data presentation and data analysis as well as discussing the findings of the study on the inclusion of youth with disabilities in socio-economic development in Zimbabwe, case of Harare. The study made use of focus group discussion, youth in-depth and key informants' interviews and observations to collect data for the study. Thirty respondents took part interviews sessions, comprising of twenty-two youth, fifteen girls and seven boys and also eight key informants; four females and four males. Data was collected in line with the objectives of the study which were, to understand how people view or see youth with disabilities in Zimbabwe, to examine the role of youth with disabilities in promoting or providing development in Zimbabwe, to identify the challenges youth with disabilities face that may limit their participation in the socio-economic development programs in Zimbabwe and to highlight recommendations that can be put in place to archive inclusion in its diversity in promoting development in Zimbabwe. The study employed purposive sampling method to select respondents and the sample size was guided by data saturation. This chapter also analysed and presented data thematically.

4.2 Demographic Characteristics of the Respondents

Demographic characters of the respondents are very crucial in this study because they provide a better understanding in data analysis and it enables the researcher to draw conclusions. According to Sharma (2016), demographic characteristics are classifiable features of a population. The diagram below shows the demographic characteristics of the respondents.

Table 4.2. The distribution of respondents by age, sex and educational level

Variables		Male	Female	Percentage
Age	18 -25	5	10	50%
	26-30	4	3	23.3%
	31-35	3	5	26.7%
Education level	High school	5	10	50%
	Vocational trainings	4	1	16.7%
	College or university level	3	2	16.7%
	Never been to school	0	5	16.6%

N =30

Thirty (30) participants with diverse disabilities, their representatives and organizational officers, directors and chairpersons took part in this research project respective of their age, gender and level of education. The above diagram presents the demographic and demonstrated is the age range of respondents from 18-25, 26-30 and 31-35 years. According to the diagram, the large number of participants falls under the age of 18-25 and this shows that this group is the most affected one as far as disability discrimination and exclusion is concerned and they want to influence change, inclusion and socio-economic development in Zimbabwe. The above table shows gender imbalance, female respondents dominated the study as compared to male respondents and this shows that, they are the most vulnerable group subjected to different forms of abuse and exclusion. The table demonstrated that, among 30 respondents with disability, a large number of females

never been to school, some attend only up to high school and a few managed to graduate from university and vocational colleges.

4.3 Challenges Faced by youth with disabilities that may limit their participation in socio-economic development programs.

Youth with disabilities face many challenges that may limit their participation in socio-economic development programs in Zimbabwe. These challenges may include, academic challenges, financial challenges, environmental challenges, social challenges and health challenges.

4.3.1 Social Challenges

Negative perceptions, attitude and prejudice of people in communities, work place or even in schools continuously affect individuals with disabilities' social lives. These subsequently pose serious barriers to the inclusion of youth with disabilities in social and educational development programs in Zimbabwe.

Discrimination

The study proved that youth with disabilities still face discrimination in their communities, work places, school and also in hospitals. Kassah et al (2012), postulate that, discrimination and stigmatization towards children and youth with disabilities is very common in families and societies and as a result they tend to distance themselves from social activities. One of the respondents expressed this by saying,

"*Kuma community gatherings and meetings havatotide, vanoti hatina nguva yekuzokubatsirai kufamba uye kukutaridzai nzira, zvinonetsa kuzopedza nguva yedu tichimboita nezvenyu.*" **(Interviewee 3)**

Interpretation "they don't want to associate with us in community gatherings and meetings because they think, they will be wasting their time helping us walk"

Another respondent added that,

"I think being a young person with a disability in our community is so stressful because they see us as worthless human beings with nothing meaningful to offer to the community. People in my community see us and think we are not capable of anything, they don't want to see us taking part in educational activities, community arts festivals and they isolate us simply because we have albinism". **(Interviewee 7)**

In agreement, one of the key informants said,

"Community perceptions and negative beliefs is a pandemic that is affecting full participation of youth with disabilities in development activities in their communities because they are afraid of being judged as failures and unworthy". **(Interviewee 1)**

Abuse

The study highlighted that, youth with disabilities are vulnerable to various form of abuse because of their way of life. Therefore, because of abuse many may find themselves in poverty, criminal activities and suicidal thoughts. Several studies proved that neglect and physical abuse contribute to emotional abuse that may lead to suicidal thoughts. Gavu et al (2015), noted that the negative perception of youth with disabilities often leads to widespread poverty, exclusion from quality health care, abuse, fewer employment opportunities, lower levels of education, and general social exclusion.

Another respondent said.

"Hatina mabasa! Hatina chikafu! Hatina mari asi tikaenda kunotsvaga ma part-time, tinoshungurudzwa, tinodeedzwa mazita nekutukwa. Ini ndakamboendeswa kunapurisa ndichinzi ndiri mbavha asi handisi. Zvinorwadza!" (**Interviewee 11**)

Interpretation *"We don't have jobs! We do not have food! We do not have money but when we go out to look for part-time work, they abused us, the shout at us and call us names. I was once at the police station because they reported I was a thief but I am not. It hurts!"*

Another participant said.

"I was abused sexually several times when I was 15 years with my uncle and instead of reporting to the police, my family bit me up and refuse to pay my school fees, forcing me into marriage because they were afraid of breaching cultural values and norms, so I ended up failing to write my ordinary level examinations. I really want to go back to school if given the chance". (**Interviewee 4**)

The above study findings shows that discrimination is a serious challenge that youth with disabilities still face each time. Mfoafo-M'Carthy et al (2020) supported the above argument and noted it is a negative attitude and cultural beliefs that emerges from the society, institutions and workplaces that made it harder for youth with disabilities to provide or take part in development activities. The Traditional Theory of Disability supported and highlighted that, it is very difficult for a person with disabilities to take part in social activities because cultural beliefs have the view that disability is as a result of witch craft, hence because of that no one wants to interact with witches. Therefore, youth with disabilities find it hard to take part in socio-economic development activities in Zimbabwe because of negative attitude, abuse and treatment they get from their peers, family members, health service providers and workmates. Thus, this is in line with the view by

Mfoafo-M'Carthy et al (2020), that the adopted laws should be strong enough to be applied to all perpetrators of abuse and discrimination against youth with disabilities, so that developing countries may be able to achieve the vision 2030.

4.3.2 Environmental Challenges

The study also finds out that the environmental set up pose as another challenge for youth with disabilities to take part in socio-economic development programs. The way in which the environment where a huge number of youths with disabilities live or work was designed shows that it was solely without considering persons with disabilities in mind. Nhokwara (2015), argued that the environment can cause hurdles and force impaired youth to rely on peer help and representatives in order to interact with others and their surroundings.

Infrastructure accessibility

The study highlighted that youth with disabilities still face numerous barriers that are limiting their participation in socio-economic development activities in Zimbabwe due to inaccessible buildings, lack of ramps in community halls, community clinics, tertiary institutions, lack of elevators and inaccessible transportation systems.

One of the respondents expressed this by saying,

"It is so difficulty for us who uses clutches to access community halls when attending local meetings and also to access community clinics because the nature of the infrastructure is unfriendly to us" **(Interviewee 10)**

Another youth with physical disability added that

"We continue to face challenges of inadequate accessibility features in schools because of inaccessible classrooms, lack of assistive devices and stigmatization unlike our peers without any form of disability. Therefore, because of that we lack quality education, support and instead we are being treated as burdens to the society" **(Interviewee 15)**

A female key informant participant stated that,

"Pamabasa chaipo pamwe unosvika pasina zvimbuzi zvekuti isu tishandise vanofamba nema wheelchairs. Hapana kana dzimba dzinoenderana nesu ndorimwe dambudziko rinoita tishaye Mabasa uye kuti tisawanikwavo tiwanikwa mubasa ebudiriro. Rimwe dambudziko ndere kuti havatode kutora vanhu vanorarama nehurema pamabasa nekuti vanofunga hatina chatokwanisa kuita. Zvakadaro tava nedambudziko rekuti tirikushaya nekusapinzwa pamabasa takawanda, izvi zvinozoita kuti pashaikwe budiriro munyika" **(Interviewee 13)**

Interpretation *"the workplace environment is still a problem that is negatively impacting the participation of youth with disabilities in development activities due to the fact that there are inaccessibility issues of rest rooms for us who uses wheelchairs, inadequate accommodation issues and negative attitudes in hiring us and it is difficult for us to secure jobs. Hence, there is high unemployment or underemployment rate among youth with disabilities leading to underdevelopment in Zimbabwe"*

The above evidence highlighted that, the environment itself can be a barrier to youth with disabilities. This can be supported by the Social Model of Disability which states that, disability is not solely an individual's impairment but it is largely created by environmental factors such as inaccessible buildings and unconducive environmental set up for youth with disability. Therefore,

one can argue that it is the structure of the environment can prevent the participation of youth with disability in developing Zimbabwe.

4.3.3 Health Challenges

At least 15% from the total population of the youth with disabilities who took part in the study highlighted that they lack quality health support from health service department of the country and they suffer from nepotism and corruption during resources distribution and service delivery. One youth among the participants has this to say

"Kuva munhu anorarama neAlbinism uchigara kughetto idambudziko chaizvo. Ini ndinoshaya mafuta ekuzora kudzivirira zuva and kuchipara mishonga yacho hakuna, tinonzi tengai uyezve anodhura. maNGOs anotibatsira nemishonga akaunza mishonga yacho inopihwa hama dzavo uye imwe inotengeswa." **(Interviewee 5)**

Interpretation *"being a person with albinism, who lives in high suburbs areas is really a challenge. Government Hospitals lacks enough medications to cater for us and it is very expensive for me to buy sunscreen and calamine lotions. We used to rely on medication from NGOs but now it's a challenge because of corruption and nepotism."*

Another youth expressed this by saying

*"If you can take a look at me, you can actually see that I am struggling with my condition and it's a shame, some of our community leaders and health service providers are benefitting at the expense of our health rights. We can not take part in development activities at community level because they think our health condition is contagious, so its better we stay indoors***." (Interviewee 17)**

One of the key informants confirmed this and stated that,

"It is clear that number of youths with albinism and intellectual disability is quite low in development programs simply because it seems like health service providers forget about their existence and also, they are suffering from social exclusion in their communities and in schools. Health service provision is quite poor in our country in some areas. As an organization, we offer psycho-social support services and some health packages to youth with disabilities but it's not enough due to the fact that we also lack resources to cater for them all. We work with a diverse number of youths with disabilities and we witnessed that poor health service provision is still a bigger challenge around the country and it needs to be dealt with because it is slowing down the issue of inclusive development in the country." **(Interviewee 6)**

Basing on the above evidence, youth with disabilities continue to face difficulties in accessing quality health services and support especially those with albinism and intellectual disability. The results shows that it takes the government and its stakeholders to make sure that individuals' health rights are respected but shortage of resources, nepotism and corruption is hindering all the efforts. This can be supported by the medical model of disability. The model is of the emphasis that, medical professionals and experts should provide treatments or interventions to fix or minimize the impact of the impairments, and this will help individuals to live a normal life expected in their society. Hence the significance of the model to the study and one can conclude that youth with disabilities continue to face health challenges, resulting in them failing to be recognised in development activities in Zimbabwe.

4.3.4 Financial challenges

Youth with disabilities continue to face financial challenges in Zimbabwe. The study found out that, youth with disability require special treatment because of their different conditions but rather, the situation is different in Zimbabwe because lack of financial resources is the order of the day and inflation is worsening the situation.

Medication Cost

One of the youths with epilepsy stated

"It is very expensive for us buy our medicines in the pharmacies because we don't have even enough money to cater for our daily meal. The medicines are very expensive and the worst feeling is that, our government is not taking any action for us, it's like they are okay with these unrealistic prices." **(Interviewee 18)**

Another youth added

"The daily shift of exchange rate is making it difficulty for us to access any medication, the cost is so unbearable. How can I be able to buy something that cost me nearly eighty thousand RTGS, and use it for like two days, and the next day its already twice the previous price? It's so unfair!" **(Interviewee 19)**

Transport cost

Another respondent highlighted that,

"The transport cost from where I stay to where I'm being trained livelihoods skills is very high. Transport is so difficulty to access either and now, it is forcing me to skip my lessons. All this, is a

disadvantage to us because it's a challenge to economic growth as well as to the improvement of our lives." **(Interviewee 20)**

In agreement, another key informant added,

"Transport costs is a challenge that is not only affecting youth with disabilities but also us as an organization and our stakeholders. High transport costs and unavailability of fuel is making it a challenge for us to cater for their basic needs and to provide them with transport on a daily basis. Nonetheless, we strive every day to cater for their wellbeing and their rights" **(Interviewee 8)**

Basing on the above evidence, DYANZ and its stakeholders is working tirelessly to cater for the transport cost of youth with disabilities despite the challenges they face on a daily basis. This can be supported by the charity model of disability which emphasize that, philanthropists, organizations and the government should provide various services and special treatment to persons with disabilities. According to this model, persons with disabilities are persons in need of services and assistance that can help improve their lives.

4. 4. How People View and understand Disability development in Zimbabwe

The study finds out that people have diverse opinions and views towards the inclusion of youth with disabilities in socio-economic activities in Zimbabwe. Some argued that, they can be included based on their capabilities, and others said its their rights to be seen active in all development programs and some have different views and attitudes.

4.4.1 Including youth with disabilities is a heavy burden to the economy

Two of the caregivers and one representative share the same view and speak

"*Kuti vechidiki vane hurema vawanikwe vachiiswa mumushando wekusimudzira upenyu hwevanhu uye hwenyika kungatovawo kuremedza vatumgamiriri venyika nesu isu tinovamirira nekuti kuti vese ava vashande sevamwe vanoda zvakawanda zvakasiyana siyana. Tikatarisa zvese zvavanoda zvinodhura zvekuti unoshamisika and mutengo wacho ringatovawo dambudziko kunyika, zvinotora mari yakawanda. Ugaro hwavo hunodhura saka zvakanaka kuvaendesa kunochengetedzwa vanorwara nepfungwa, vachipihwa chikafu nemishonga variko isu tosara tisina mutoro. Zvinonetsa kugara nemunhu asingagone kutaura kana kufamba ega*" **(Interviewee 14, 29 and 30)**

Interpretation "*The inclusion of youth with disabilities in socio-economic activities may seem like increasing the burden on government leaders and community leaders because the require extra care and special needs for them to be able to function like normal beings. When you look at the price of disability equipment, you will be shocked and this alone can cost the government a fortune. In addition, the cost of living is expensive, therefore its better to just take them to homes, psychiatric centres and provide food, clothes and medicine there and we should be at home stress free. It is a burden really to look after someone who can not talk or walk especially in this country.*"

Another respondent added

"*Zvakanaka kuti vaitevo basa remaoko, kuwanavo mabasa kuti upenyu hureruka, asi ndiani achavapa mari yekuti vafambe vachiita zvese izvi? Achafamba navo ndiani?Nyika izvezvi haina mari, isu hatina mari saka zvimwe zvacho unotova mutoro chaiwo.*" **(Interviewee 2)**

Interpretation "*It is a good thing to include them in development activities and employment for them to ease their way of life, but who is going to fund all of their activities? Who is going to travel*

with them? The country has no money and we do not have money either, so this is such a burden to us"

The above findings supported the study by Dassah et al (2018), that people in different societies view or see youth with disabilities as burdens that cost the development of countries, families and society in Africa.

4.4.2 Disability is a curse

The study finds out that people see disability as a curse, they believe that being born with any form of disability is because they are cursed. Participants stresses much on the view that we are what we are because we are cursed and that any experience that led to one's disability is the work of the devil and witchcraft. This was imbedded in one's mind through the process of socialization in the family, school and traditional churches. One of the participants expressed this by saying

"I was born blind and my grandmother told me I was cursed because of what my father did to his father. Till today, I have no idea what happened but what I know is the whole neighbourhood knows I am cursed and they even call me names. What hurts me the most is, I was nobody's friend except my mother who brought me here today" **(Interviewee 27)**

Another participant said

"*Ini amai vakaita ndakaita chirwere chePolio chikatadzwa kurapwa nekukasika, nekudaro ndakarwara kusvika makumbo angu asisagone kufamba mushe. Kuchurch ndinonzi ndakaroiwa nagogo vangu uye ndinoti ichokwadi nekuti gogo vangu vakafa vane mbiri yekuroya"*
(Interviewee 9)

Interpretation *"My mother told me I fell ill because of polio and I did not get any medication in time. Hence, that alone affected by legs and I couldn't walk properly. At our church the prophets are telling me my disability is because of my grandmother's witchcraft and dark spells. I believe it true because my dead grandmother was a famous witch"*

This supported Etieyibo & Omieyboe (2017) assertion that, traditional views, beliefs and superstitions that disability may be attributed to curses, witchcraft and divine punishment. Hence, these beliefs are barriers to the inclusion and participation of youth with disabilities in socio-economic development in developing countries, particularly Zimbabwe.

4.4.3 See youth with disabilities as incapable in development activities

The study has revealed that local people understand and view youth with disabilities as people with nothing meaningful to offer and do towards development in country. This was expressed by one interviewee who said.

"In my community people believe that we are not capable to do anything, they think we do not have development ideas, we do not have the power to contribute in farming or social activities. They don't give us enough space to show case our talents and abilities to lead development in our country." **(Interviewee 16)**

Another one said

"Ini ndinogona kuimba nekuridza mbira asi handipihwe mukana wekuimba nekuti handioni. Vanonditi hazvina zvazvinokubetsera uye hakuna vanhu vanoda kunzwa zvaunoridza." **(Interviewee 23)**

Interpretation *"I am able to sing and play traditional guitar but they do not give me chance to sing simply because I am blind. They say, its nothing, it doesn't benefit you in any way and nobody likes to listen what you play"*

Therefore, this supported the view by Gavu et al (2015), that people in developing see and assume youth with disabilities have no certain talents or abilities that can contribute to the development of societies, homes and country as a whole.

4.5 Roles of Youth with Disabilities in promoting development in Zimbabwe.

4.5.1 Introduction

The study found out that youth with disabilities play crucial roles that promotes the socioeconomic development of Zimbabwe despite the challenges they face in the country. Youth with disabilities proved to be proactive in development programs and they show resilience and the need to achieve equity and inclusion by 2030. Their workforce participation is visible in some parts of the country.

One of participants confirmed this and spoke.

"I was very excited to be among the peer educators in our community who managed to teach youth with disabilities about their rights and be able to represent them in influencing policy makers in the build-up of the Disability Bill. It is a positive movement for me and my fellow youth towards achieving the goal of inclusion, because we now know that we have rights and principles that protects us" **(Interviewee 22)**

Another respondent said

"I am self-employed and I believe my daily contribution as distributor of herbals in my community is enhancing the socio-economic development of my country." **(Interviewee 12)**

Another participant said

"Ini ndakadzidziswa zvakuveza ne organization ino makore maviri apfuura. Saka izvezvi ndavakukwaisavo kuveza zvigaro nezvakasiyana siyana ndichitengesa saka zvinondibatsiravo kuti ndirarame zvirinane uye ndinoonavo budiriro" **(Interviewee 25)**

Interpretation *"I was taught by this organization to do carpentry two years ago and now I am able to sell my own products such as chairs and so many things. This is helping me to live a better life and I can see development around me"*

4.5.2 Participating in Advocacy, influence policy change and Awareness campaigns

Another crucial role that is being played by youth with disabilities is advocating for inclusion and carrying out awareness campaigns about disability issues, against discrimination and social exclusion. One of the interviewees supported this and spoke

"Last week I was among youth who were campaigning against sexual abuse, unemployment, discrimination, corruption and social exclusion at one of the schools in my community. I was so happy because it was a success event and I was able to see that, such event may bring development in our society and also in our country" **(Interviewee 21)**

Another one said.

"Advocating for policy change and disability inclusion is what we are doing, especially against child abuse and abandonment at our organization. We want to get enjoy our rights from grassroots and we will not stop until all the people around Zimbabwe understand disability rights and issue. They are not funding us enough but that is not going to stop us until we see development in our social and economic lives!" **(Interviewee 26)**

4.5.3 Youth with disabilities are innovative and they are proactive entrepreneurs

The study finds out that, youth with disabilities are entrepreneurs who are selling detergents, clothes, agricultural products and they have projects like poultry and goat farming in communities around Harare and beyond. This was confirmed by one of the respondents who said

"Kwemakore matatu apfuura izvezvi ndava nemakore 27, ndonofamba ne wheelchair yangu ndichiita zvekutengesa murivo, uye matomatisi mutown uye munharaunda mandogara. Izvi ndakazvitanga mushure mekunge ndapona panjodzi yakatyora makumbo angu, kubva ipapo handina kuzoenderera mberi nekudzidza. Ndinoteedzera President vanoti nyika inovakwa nevene vayo. Saka ndinoti zvandirikuita zvirikutounza budiriro munyika nekuti vanhu vakawanda varikubatsirika." **(Interviewee 28)**

Interpretation *"For the past 3 years, now I am 27 years old I have been able to walk around with my wheelchair in the CBD and my community selling vegetables and tomatoes. I started all this after I escaped a fatal accident that cost my legs and because of that I failed to pursue my education and now, I am being motivated by President's mantra, 'Nyika inovakwa nevene vayo.' I also believe that what I am doing is enhancing socio-economic development in my community and my country because this is helping a lot of people"*

Another participant said

"I am working towards the development of my community, my country and the lives of people around me through selling detergents." **(Interviewee 24)**

Another participant said

"Ndakazvarwa ndiine ndisingagone kunyora zvakanaka maoko angu ese munoona haana zvigunwe zvakakwana and nekuda kwaizvozvo handingati ndakaenda kuchikoro. Amai vangu

nekutya kusekwa vaindivharira mumba, rimwe zuva ndakatiza kumba ndikagara mumastreets uye nhasi ndavakutengesavo hembe, airtime nemasweets mumugwagwa. Kwandiri I budiriro nekuti ndinokwanisa kuchengeta mwana wangu" **(Interviewee 23)**

Interpretation *"I was born without equal fingers and because of that I was struggling to write and I did not go to school because out of fear, my mother isolated. Hence, I ran out of the house one day and started living in the streets, where I learn how to sell clothes, airtime and sweets. For me, this is development because I am able to look after my baby"*

4.6 Chapter summary

This chapter presented the research findings on the inclusion of youth with disabilities in socioeconomic development in Zimbabwe. The presentation was based on the data gathered from the youths with disabilities, their representatives and organizational key informants at Disability Youth Advocacy Network in Zimbabwe and also at Deaf Zimbabwe Trust. The research finds and analysis was in line with the research aim and objectives. Therefore, the following chapter shall focus on the research summary, conclusion and recommendations.

CHAPTER 5: SUMMARY, CONCLUSION & RECOMMENDATIONS

5:1 Introduction

This chapter provides a summary, conclusion and recommendations drawn from the findings of the analysis of the inclusion of youth with disabilities in socio-economic development in Zimbabwe. The recommendations will be guided by study findings pertaining the inclusion of youth with disabilities in socio-economic development in Zimbabwe. The study managed to:

   i.   To understand how people view or see youth with disabilities in Zimbabwe

  ii.   To examine the role played by youth with disabilities in promoting development in Zimbabwe

 iii.   To identify the challenges faced by youth with disabilities that may limit their participation in socio-economic development in Zimbabwe

 iv.   To highlight recommendations that can be put in place to achieve inclusion in its diversity in promoting development in Zimbabwe

5.2 Summary

The study was conducted within two youth with disabilities led organizations in Harare. The study aimed to analyse the inclusion of youth with disabilities in socio-economic development in Zimbabwe, particularly focusing on the leaving no one and no place behind agenda of 2030. The study employed in-depth and key informant interviews, observation and focus group discussions to collect data from 22 youth respondents (15females and 7 males) and 8 key informants from the organization and Youth with disabilities' caregivers and representatives (3 males and 5 females). The study made use of the social model of disability to understand how the environment or society

cause and view disability. The critical disability theory and empowerment theory was employed in the study to understand the importance of disability empowerment and inclusion to bring about socio-economic development in the society and in the country as a whole.

The study highlighted that disability maybe as a result of avenging spirits, witchcraft, malnutrition, hereditary and types of disabilities are intellectual disability, dexterity impairment, cognitive impairment and intellectual disability. The study cited the policies and legislations adopted that is promoting the rights and well-being of persons with disabilities. The disabled Act Chapter 17:01, the African Disability protocol, the UNCRPD, the Disability Bill, the National Disability Policy and the constitution of Zimbabwe highlighted the fundamental rights of persons with disabilities such as the right to education, health, employment, housing, social justice and included in decision and policy making. Legislation and policies implemented prohibits any form of abuse and discrimination against persons with disabilities and provide principles that guides how member states and individuals should follow to uphold the rights and freedom of persons with disabilities.

The study also found out that, abuse, lack of education, lack of funds, discrimination and unfriendly environment is limiting the participation and inclusion of youth with disabilities in socio-economic development in the country. Persons with disabilities experiences physical and emotional abuse from family, peers and other societal members, lack of funds, social isolation and stigmatization forced them to drop out of school and poverty is limiting their full participation in development programs. The study also discovered that, the issue of exclusion, corruption, nepotism in societies and lack of disability equipment is another pandemic that is slowing down disability inclusion and development in Zimbabwe. Research findings also confirmed that, people have diverse view on disability empowerment and inclusion. Some people view disability inclusion as a burden to the economy and others view disability empowerment as a positive step

towards social and economic development in the country. Participants cited that the play pivotal roles in advocating for equity and disability inclusion, influencing policy makers, farming and selling agricultural products, performing in cultural arts and entertainment, carrying out awareness campaigns and community education on disability and also entrepreneurship and innovation. All this is crucial in pushing forward the development process and attaining the vision 2030

5.3 Conclusion

The study findings highlighted that despite the laws, policies and legislations adopted and implemented towards disability inclusion, safety and development, youth with disabilities experience abuse, discrimination and rejection in their daily lives. Lack of competitive educational qualification, lack of financial resources and corruption is slowing the disability development process and disability inclusion. The results drawn from the study indicated that, some participants still have the traditional view that persons with disabilities should be in homes and receive aid in form of food, medication and clothes without working for them. Lack of disability information among participants shows that there is ned to improve the quality of education services and health services to attain disability development in Zimbabwe. Youth with disabilities also face unfriendly infrastructure barriers, social exclusion and poor transport services when trying to travel and receive medication, skills trainings and access education services in the country.

5.4 Recommendations

The study recommends that

- The need to ensure that all infrastructure, public spaces and transportation systems are accessible for youth with disabilities. The government and responsible stakeholders must make sure public and private hospitals buildings, all educational institutions, community

halls, work places are friendly to youth with disabilities. That is, there must build ramps, elevators, accessible toilets and audio-visual aids and this will help them to take part in development activities.

- Education and skills development must be provided to youth with disabilities. Provision of inclusive education and training opportunities that cater to the diverse needs of youth with disabilities such as suitable curriculum materials, assistive devices and offering vocational training programs can help to enhance the employability of youth with disabilities in socio-economic development programs.

- Employers must be encouraged to follow adopted legislation and policies that calls for the employment of persons with disabilities. There should be strict inclusive hiring practices and provision of equal employment opportunities for youth with disabilities. Therefore, this can be achieved through inclusive awareness campaigns, incentives for inclusive employment, creating accessible work places.

- The government together with public and private organizations must recognize and support entrepreneurship skills of local youth with disabilities and provide trainings, mentorship and financial assistance to start their own businesses.

- Crucial undistorted development information must be made available and accessible for youth with disabilities. The government and its stakeholders must ensure the availability of information in accessible formats such as braille, large print, audible audios and sign language. The use of assistive devices must be promoted in all development sectors and provide trainings on their usage especially in schools to enhance communication and access for youth with disabilities.

- Social protection programs must be provided to youth with disabilities to improve their way of living. The implementation of social protection programs must be provided based on respecting the rights of persons with disabilities. Responsible agencies must make sure all programs specifically address the needs of youth with disabilities accordingly and this includes access to financial support, quality health services and quality disability equipment.

- The state and development organizations must prioritise conducting awareness campaigns to challenge perceptions and stereotypes around disability. Awareness campaigns must be loaded with lessons that can positively influence the inclusion of youth with disabilities in community development activities, promote the rights and abilities of youth with disabilities. The government must encourage organizations, policy makers and communities to actively engage into disability advocacy work to enhance the live of youth with disabilities even in remote areas and to ensure the inclusion of youth with disabilities in all socio-economic development programs.

5.5 Chapter summary

This chapter summaries the results of the study, the conclusion and provide recommendations to the study. The recommendations given were basically on the possible ways that the government, the community, development organization and individuals should adopt and implement to end disability exclusion, discrimination and abuse to attain inclusive socio-economic development in Zimbabwe.

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APPENDICES

Name of Interviewer: ………………………………………………….

Participant Pseudonym: ………………………………………………..

Date of interview: ……………………………   Location: …………………………..

Start Time: ………………………………..   End Time: …………………………..

Audio Recorded: Yes………………   or   No………………………….

<u>Introduction</u>

(The following questions serves to guide the conversation to ensure that information relevant for the study is captured. The conversation is intended to be fluid and natural.)

Good morning/ afternoon. Thank you for making the time to have this discussion with me. My name is **Rachel Matenga** and I am a social work student at Bindura University of Science

Education. As part of my study, I am working on a research project that seeks to understand participation and inclusion of youth with disabilities in development activities in Zimbabwe. I would like to hear about your experience (specifically in relation to youth, disability, and development). I would like to hear your opinions about what you think is working well, any challenges you may be facing and any recommendations that you think may be useful to people experiencing similar phenomena in the future.

The information you share with me will be kept confidential and your identity will be kept anonymous. Before we start, I would like to find out if you have any questions. Please also confirm that you have been informed of what this research is about and have been offered an opportunity to ask questions.

Do you feel obligated to participate? The only reason you should take part should be because you voluntarily want to, if you change your mind about participating, please let me know and we can stop, you do not need to give me an explanation and your withdrawal from the study will not affect your relations with other people.

(If you agree to continue) Remember that you can take a break or withdraw your participation at any time.

Do you have any questions? Thank you.

Are you comfortable with me audio recording this conversation, if you are not comfortable it is totally fine, I will strictly stick to note writing. Alright, thank you.

May I start by asking you several demographic questions that will help us understand who has participated in the study.

Interview questions

Thank you for agreeing to participate in the study and sharing your **demographic** information with me. I would like us to now talk about your experience in relation to community development, young people, and disability. This interview may take approximately 30 minutes to an hour. If at any point you need to take a break or cannot continue with the interview, please let me know.

If we have moved on to the next question and you remember something you needed to say from previous questions, please do not hesitate to stop me and let me know. Throughout the interview, please feel free to ask me questions and/or suggest other areas that you think I should be exploring.

a. **Participant**

1. Please tell me more about yourself

Probe: (e.g., where do you live; any hobbies; things you like to do in your leisure time; a typical day etc.)

b. **Understanding of disability**

2. What do you think is the appropriate term to be used to refer to disability? (Why?)

- Probe: Which terms do you think should never be used?

- How would you define disability in your own terms?

3. How do other people talk about disability?

    Probe: What do you like/dislike about that?

c. Understandings of youth and youth participation

4. Would you describe yourself as a young person?

    Probe: What makes someone 'young'?

5. Are there any programs and activities targeted at young people in your community?

    Probe: What are these programs for?

    What are they like? How are they run?

6. How do young people participate in t community development activities?

    Probe: How do you participate in these activities?

    How do you get to know about these activities?

7. Would you say other young people in the community, (like your friends and neighbours) participate in a similar way?

d. Understanding of development

8. When I mention development, what is the first thing that comes to your mind?

    Probe: What are the other things that you associate with development?

    What are some of these things that you think are **not** development?

9. Do you think the views of your friends, the people you live with, or your community members about development are similar or different to yours?

10. Do you think young people have a say in development in Zimbabwe? (Please explain)

    Probe: Is this different if you have a disability?

11. Are there any specific roles that young people are currently playing to shape the development of your community?

    Probe: what do you think makes it possible for these young people to play these roles?

12. What are the roles that you may think young people with disabilities should be participating in? *(What roles would you like to take on as young people and why?)*

13. What are some of the reasons preventing young people playing the roles you have just mentioned?

14. Has it always been like this? (Please explain)

e. Questions and Recommendations

15. Are there any questions or further comments about the conversation we have just had that you would like to share?

   Probe: When I reached out to you what did you think we were going to talk about?

Is there anything that I may have not covered that you think may be

helpful?

Thank you very much for taking the time to have this conversation with me. I have learned a lot, and the information will be very useful for my study. If you have any further questions or comments, kindly reach out. I will be in touch with you if I need any clarification later.

Name of Interviewer:　　………………………………………………………….

Participant Pseudonym:　………………………………………………………..

Date of interview: ……………………………　　Location: …………………………..

Start Time: ………………………………..　　End Time: …………………………..

Audio Recorded:　　Yes……………….　　or　　　No…………………………

Interview questions

Thank you for agreeing to participate in the study and sharing your demographic information with me / us. I would like us to now talk about your experience in relation to community development, young people, and disability. This interview may take approximately 45 minutes to an hour. If at any point you need to take a break or cannot continue with the interview, please let me know.

If we have moved on to the next question and you remember something you needed to say from previous questions, please do not hesitate to stop me and let me know. Throughout the interview, please feel free to ask me questions and/or suggest other areas that you think I should be exploring.

i. **Organizational priorities and work experience**
1. Please tell me more about yourself and what your role entails?
   Probe: Position title

   How long have you been in this role?

   Day to day work responsibilities

1. Please tell me about your organization

   Probe: Specific organization mandate

   Who are your target audience or beneficiaries?

   Which aspects of your work involves young people?

   Which areas do you work in? (Provinces, Districts)

ii. **Understanding of development**
2. Would you consider your work to be development work?

   Probe: Please explain why

3. What are some of the changes that you have noticed in the communities you work in over the years since you started your job?

4. Are there any roles that young people are currently playing to shape development in the communities that you work in?

> Probe: are these different for those with disabilities?

5. What do you think promotes/hinders how young people participate in development activities?

6. Are there any changes that might improve some of the factors influencing the participation and inclusion of young people with disabilities in community development?

iii. **Understandings of young people**

7. Who do you consider falling under the category of young people or youth in your work?

8. Can you give me an example of a project/program you or others in your organization have worked on in which young people with disabilities participated?

Probe: How do you select the young people that participate in your work

9. Please walk me through how young people were involved in this project/program
> Probe: What were some of the challenges you encountered in implementing this
>
> initiative/project/program?
>
> Would you say the organization has faced any struggles in facilitating
>
> youth participation? Why do you say so?

10. Is there any training or mentoring offered to young people in relation to your work?

11. What do you think are the challenges related to the participation of young people in development activities?

        Probe: Do you think there are any limits to the participation of young people's participation in development activities?

iv. **Understanding of disability**

12. (You mentioned work with persons with disabilities). Please tell me more about the people you work with

        Probe: Is it different for different activities and programs?

13. Are there any groups that you have found it hard to engage with your activities?

14. Why do you think it particularly challenging to engage the groups you have just mentioned?

15. What do you think needs to be done to address this?

v. **Questions and Recommendations**

16. Do you have any questions or any further comments about the conversation we have just had?

        Probe: Is there anything that I may have not covered that you think may be helpful?

17. Do you have any publications or reports that I may find useful that I can have a look at?

Thank you very much for taking the time to have this conversation with me. I have learned a lot, and the information will be very useful for the study. If you have any further questions or comments, kindly reach out. I will be in touch with you if I need any clarification later and I will share with you the anonymous interview transcript if you would like to have a look and give me any feedback.

Name of Interviewer: …………………………………………………….

Participant Pseudonym: …………………………………………………..

Date of interview: …………………………   Location: …………………………..

Start Time: …………………………………..   End Time: …………………………..

Audio Recorded: Yes……………….   or   No…………………………

A. Participants
1. What do you think are the characteristics of a young person?
   Probe: Would you describe yourselves as young people? Why or why not?
       What makes someone 'young'?

B. Understanding of disability

2. How do people talk about disability in your community?

   Probe: What do you like/dislike about that?

C. Understandings of youth and youth participation

3. Please tell me about examples of programs and activities/initiatives/ programs targeted at young people in your community.

4. How do you participate in some of the mentioned activities/initiatives.

   Probe: How do you get to know about these activities/initiatives/

5. Would you say your peers participate in similar or different ways in the mentioned these activities/initiatives

D. Understanding of development

6. When I mention community development, what is the first thing that comes to your mind?

Probe: Is there anything else that you associate with development? Why?

7. What are some examples of things you may describe as **not** being part of development? Why do you say so?   Probe: what do others think about this?

8. Do you think young people have a say in development in Zimbabwe? (Please explain)
    Probe: Is this the same for young people with disabilities?

9. Are there any roles that young people are currently playing to shape development in Zimbabwe? What about those with disabilities?

  Probe: why do you think it is important for young people to take up these roles?

10. What do you think promotes/hinders how young people participate in development activities?

    Probe: promoters and barriers

11. Has it always been like this? (Please explain)

E. Questions and Recommendations

12. Would you like to share any questions or further comments about the conversation we just had

 Probe: Is there anything that I may have not covered that you think may be

       helpful?

Thank you very much for taking the time to have this conversation with me. I have learned a lot, and the information will be very useful for the study. If you have any further questions or comments, kindly reach out. I will be in touch with you if you need any clarification

Name of Interviewer: ……………………………………………………….

Participant Pseudonym: ………………………………………………………..

Date of interview: ……………………………   Location: ……………………………..

Start Time: ………………………………….   End Time: …………………………..

Audio Recorded: Yes……………….   or   No………………………….

Main Research Question

To what extent are young people with disabilities participating in the development of Zimbabwe?

Specific research questions

1. How is the participation of young people with disabilities in development conceptualized in development activities in Zimbabwe?

1. What are the local understandings of youth, disability, and development in Zimbabwe?

2. What factors influence the experiences of young people with disabilities' participation in development activities?

3. What roles do young people with disabilities play in shaping pathways to youth participation in development in Zimbabwe?

APPENDIX 5: CONSENT FORM

Section A: General Information

Good morning/ afternoon. Thank you for making the time to have this discussion with me. My name is **Rachel Matenga** and I am a social work student at Bindura University of Science Education. As part of my study, I am working on a research project that seeks to understand participation and inclusion of youth with disabilities in development activities in Zimbabwe. I am interested in carrying out this research project because of the huge gap in research about analysing the inclusion of youth with disabilities in development sectors. Youth with disabilities face social exclusion and their voices have been silenced for long. The research focuses on analysing the inclusion of youth with disabilities in socio-economic development in Zimbabwe particularly in Harare. I will engage you in interviews, focus group discussions and each session will take 30 to 45 minutes. The information gathered is purely academic purposes and will be treated with confidentiality.

Section B: Terms and Conditions of Participants

1. Voluntary participation is encouraged and participants will not be forced to participate
2. Participants are encouraged to seek clarifications in issues that they do not understand
3. Research proceedings will be recorded in writing and anonymity will e guaranteed by not including names
4. Actively prevent and not engage in abusive behaviour of any kind that leads to any harm, prejudice, discrimination, or harassment against any person
5. All information recorded will remain confidential and research is purely for academic use
6. Always ensure that you are being inclusive and aware of diversity
7. Be respectful towards one another and be culturally sensitive
8. Participants are free to withdraw from the research at any time

Contact Details

If you have any other questions, you can contact me on, +263774238400 or email me on rachcattlie@gmail.com

I…………………. (Use initials only) have read and fully understood the conditions of participation in research carried out for Bindura University of Science Education

Participant signature (pseudonym)…………………. Signature…………. Date……. /…./…..

Researcher's name………………. Signature………………... Date……. /……../………

Disability Youth Advocacy Network in Zimbabwe

2866 Lot 3 Glen Road, Glen Lorne,

Harare

January 19, 2024

The Director, Medical Research Council of Zimbabwe

 20 Cambridge Rd Avondale Harare

Dear Sir/Madam

RE: Fieldwork Permission Letter for Rachel Matenga (student registration number B200523B) – Leaving no one behind: Analysis of the inclusion of youth with disabilities in Socio-economic development in Zimbabwe. CASE OF HARARE

This letter serves to confirm that Disability Youth Advocacy Network in Zimbabwe (DYANZ), approves for Miss Matenga to conduct fieldwork in one of our working areas and has agreed to be participate in the above-mentioned research. We understand that **Rachel Matenga (national ID number 04-188561H04**) is a student registered in Social Work at Bindura University of Science Education, Bindura Zimbabwe. Colleagues at (DYANZ), will facilitate the identification of potential participant and will provide guidance during the research to ensure that all research activities are conducted in an ethical manner.

Please contact me on **michaelmasunda93@gmail.com** should you require more information.

Yours faithfully,

Michael Masunda.