

**BINDURA UNIVERSITY OF SCIENCE EDUCATION
FACULTY OF SCIENCE AND ENGINEERING
DEPARTMENT OF SUSTAINABLE DEVELOPMENT**

**Understanding The Survival Strategies And Challenges Faced By People With Disabilities:
The Case Study Of Zvimba Rural District Zimbabwe.**

4th YEAR DISSERTATION

BY

I.

VALUE NGOCHE

B201703B

SUPERVISOR : DR E. SIZIBA

*A dissertation submitted in partial fulfilment of the University requirements for the Bachelor of
Science Honours Degree in Development Studies*

RELEASE FORM

Name of Student: Value Ngoche

Student number: B201703B

Title of Project: Understanding the survival strategies and challenges faced by people with disabilities: The case study of Zvimba Rural District, Zimbabwe

Program: Development Studies

Year Granted: 2020

APPROVAL FORM

Supervisor:

DECLARATION OF AUTHORSHIP

I Value Ngoche studying for the Bachelor of Science Honors Degree in Development Studies, genuinely declare that I am aware that plagiarism is a serious offense and that fabricating data violates the ethics of Development Studies research.

The dissertation report titled: Understanding the survival strategies and challenges faced by people with disabilities in the case of Zvimba Rural District, Zimbabwe is an original creation of myself that was not replicated, I have complied with the ethical guidelines for research on Development Studies, and I give the university permission to make instructional use of this report

Student Name Value Ngoche: Signature.....Date....30/05/24.....

Supervisor Name Dr Siziba: Signature.....

Chairperson Name Prof E. Mavhura: Signature.....

DEDICATION

Special devote goes to my supportive parents, Mr and Mrs Ngoche, my sister Perpetual Ngoche and my brother Admire Ngoche for they had always inserted value in my life through all their struggles.

ACKNOWLEDGEMENTS

Firstly, I want to thank God for leading me all the way from the moment I enrolled at Bindura University of Science Education till now. I would especially want to thank my supervisor, Dr. Siziba, for his help with the research. I sincerely appreciate all of his support, direction, and tolerance during this investigation. Achievement is invariably the consequence of noteworthy counsel and assistance from unheralded heroes. My pillar of support during the entire effort was your guidance. In addition, I would like to thank BUSE, the chairperson of the Department of Sustainable Development, and the lecturers who have helped me academically ever since I joined the school. My sincere appreciation is also extended to my parents, siblings, and my boyfriend for providing the much-needed love and support. There is no love like yours. Last but not least, the disabled residents of Zvimba Rural District, who greatly aided the dissertation's success by taking part and offering me information. May God bless you.

ABSTRACT

The investigation concentrated on revealing the survival strategies for PWDs as well as the challenges they face in Zvimba Rural District. The study adopted a qualitative and quantitative methodology. Focus group discussions, in-depth interviews and questionnaires were used for data collection. The Critical Disability Theory was also used to analyse the survival strategies for PWDs. Coping mechanisms employed by PWDs which included income generating projects, self-help projects and farming. Proceeds from these activities helped PWDs to buy basic necessities like food, clothes and other small things for day to day needs but the proceeds are not enough to wean their families out of poverty. The findings demonstrated that PWDs encountered many challenges during the course of taking out their survival activities. These included lack of income, shelter, competition with their able-bodied counterparts, capital to initiate projects, as well as exclusion within the community. To address the difficulties encountered by PWDs in particular, there is need for them to be involved and included in national development; there is need to remove socio-economic and cultural barriers so as empower them to their development which creates a setting that encourages inclusive social advancement. PWDs should be encouraged to participate actively in society in order to strengthen the ability of organizations that support them and to create equal opportunities by removing obstacles to inclusion. This will strengthen their abilities, give them a shared voice at the national level, and help governments and social protection programs address disability.

LIST OF FIGURES

Figure 3.1 Study area

Figure 4.1 Challenges faced by rural people with disabilities

Figure 4.2 How the policies are helping disabled people in rural areas

Figure 4.3 Measures to improve survival strategies of rural people with disabilities

LIST OF TABLES

Table 3.5 Data collection methods and instruments

Table 4.2 Demographic data

Table 4.3 Survival strategies for rural people with disabilities

LIST OF APPENDICES

Appendix 1

Section A Demographic information

Section B Questionnaire guide

Section C In-depth interview guide

Section D Focus group discussion guide

Table of Contents

RELEASE FORM.....	2
APPROVAL FORM	3
DECLARATION OF AUTHORSHIP.....	4
DEDICATION	6
ACKNOWLEDGEMENTS.....	7
ABSTRACT.....	8
LIST OF FIGURES.....	9
LIST OF TABLES.....	10
LIST OF APPENDICES	11
ACRONYMS	16
CHAPTER ONE: INTRODUCTION.....	17
1.1 Introduction	17
1.2 Background	17
1.3 Problem Statement.....	19
1.4 Objectives.....	19
1.4.1 General Objective	19
1.4.2 Specific Objectives	19
1.5 Justification	19
1.6 Research Questions	19
1.7 Definition of terms.....	20
1.7.1 Disability.....	20
1.7.2 Disabled person	20
1.7.3 Physical disability	20
1.7.4 Impairment	20
1.8 Organization of study.....	20
Chapter one – Introduction:	20
Chapter two – Literature review.....	20
Chapter three – Research methodology.....	20
Chapter four – Data presentation, analysis and discussion:.....	21
Chapter five–Project summary, conclusions and recommendations	21
1.9 Chapter summary.....	21

CHAPTER 2: LITERATURE REVIEW	22
2.0 Introduction	22
2.1 Funnel approach	22
2.1.3 Challenge of inadequate accessibility and survival strategy of policy legislative changes.....	23
2.1.6 Challenge of limited access to education and survival strategy of inclusive education	24
2.4 Gaps	28
2.5 Survival strategies for rural people with disabilities.....	29
2.5.1 Small enterprise development training programs.....	29
2.5.2 Employment and revenue generation	29
2.5.3 Ensuring protection of privileges	30
2.5.4 Accessible transportation solutions.....	30
2.5.5 Inclusive education advocacy	30
2.6 The challenges faced by people with disabilities.....	30
2.6.1 Health service challenges.....	30
2.6.2 Educational challenges.....	31
2.6.3 Economic challenges.....	32
2.6.5 Environmental challenges.....	32
2.6.6 Social challenges	32
2.6.7 Emotional challenges.....	33
2.7 How the policies are helping disabled people in rural areas?	34
2.8 Measures to improve the survival strategies of rural people with disabilities.....	34
2.8.1 Enhance accessibility.....	34
2.8.2 Promote education and skill development.....	35
2.8.3 Enhance healthcare services.....	35
2.8.4 Improve transportation options	35
2.8.5 Strengthen economic opportunities.....	35
2.9 Theoretical Conceptualisation	35
2.10 Chapter summary.....	37
CHAPTER 3: MATERIALS AND METHODOLOGY.....	38
3.0 Introduction	38
3.1 Study area	38
Location and topograph.....	38

3.2 Research Approach	39
3.3 Research Design	39
3.4 Population and sampling	40
3.5 Data collection methods and instruments.....	40
3.5.1 Qualitative methodology	40
3.5.2 Focus group discussion	41
3.5.3 Interviews.....	41
3.6 Quantitative methodology.....	42
3.6.1 Questionnaire	42
3.7 Data analysis	43
3.7.1 Qualitative data.....	43
3.7.2 Quantitative data	44
3.7.3 Data presentation	45
3.8 Ethical considerations	45
1. Informed Consent	46
2. Voluntary Participation	46
3. Avoidance of harm	46
3.9 Conclusion.....	46
CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION	47
4.1 Introduction	47
4.2: Demographic Data	47
4.3 Survival strategies for rural people with disabilities.....	48
4.3.1 Thematic analysis.....	51
4.4 Challenges faced by PWDs in rural areas.....	56
4.4.1 Thematic analysis.....	60
4.4.2 Quantitative data analysis using Chi-square test.....	65
4.5 How the policies are helping disabled people in rural areas?	66
4.5.1 Accessibility.....	67
4.5.2 Employment.....	68
4.5.3 Healthcare.....	68
4.5.4 Education	68
4.5.5 Social protection	69

4.5.6 Thematic Analysis	69
4.6 Measures to improve the survival strategies of rural PWDs in Zimbabwe.....	73
4.6.1 Social protection programs.....	73
4.6.2 Community awareness and inclusion	74
4.6.3 Livelihood diversification	74
4.6.4 Advocacy and policy development	75
4.7 Thematic Analysis.....	75
4.8 Chapter summary.....	78
CHAPTER FIVE: SUMMARRY, CONCLUSIONS AND RECOMMENDATIONS	79
5.1 Introduction	79
5.2 Summary of findings	79
5.3 Conclusions	80
5.4 Recommendations	81
5.5 Further research implication.....	82
REFERENCES.....	83
APPENDICES	88
APPENDIX 1: Questionnaire	88
SECTION A: Demographic information	89
SECTION B: Questionnaire guide	89
SECTION C: In-depth interview guide	89
SECTION D: Focus group discussion guide	90

ACRONYMS

CBR	Community Based Rehabilitation
CBZ	Central Bank of Zimbabwe
CDT	Critical Disability Theory
DDA	Disability Discrimination Act
DREDF	Disability Rights Education and Defense Fund
NASCOH	National Association for the Care of the Handicapped
NGOs	Non-Governmental Organizations
OECD	Organization for Economic Co-operation and Development
PWDs	People with disabilities
WHO	World Health Organization
ZAVH	Zimbabwe Association for the Visually Handicapped

CHAPTER ONE: INTRODUCTION

1.1 Introduction

I am going to examine the project overview in this chapter. This covers the study's history in regards to the subject, which is to comprehend the difficulties and survival tactics faced by those with disabilities in Zimbabwe's Zvimba Rural District. The study also includes a problem statement outlining the motivation for the investigation, goals and objectives, a rationale, research questions, definitions of new words, organization of study and a conclusion.

1.2 Background

Around 650 million people worldwide live having impairments, based on the World Health Organization's (WHO) (2011) World Disability Report. Furthermore, almost 80% of people with disabilities reside in underdeveloped nations like Zimbabwe. In developing nations, people with disabilities frequently experience marginalization and difficulties as a result of their condition. Social and physical restrictions in society often result in people with disabilities being disempowered and robbed of economic, social, and security chances. They frequently fall into all categories of poverty, including material deprivation, low human development, reduced authority and heightened vulnerability to risks to their economic, well-being, and health. In addition, the majority of institutions and services, both public and private, fail to adequately serve them. Persons with impairments are therefore frequently the most impoverished individuals. Particularly prone to poverty are women with disabilities, who frequently lack resources and may turn to begging in order to survive.

This research sought to explore the survival strategies for people with disabilities (PWDs) in Zvimba rural district Zimbabwe. Also, this study examine the utility of survival strategies utilized by handicapped persons to survive in rural places. All persons are impacted by disability (WHO, 2011). It is a physical or mental condition that keeps someone from using a body part, such as restricted movement or difficulty learning (Campbell, 2010). It is a disorder that can affect a person either before or after birth, be chronic or transient, reversible or irreversible, progressive or regressive (WHO, 2011). Scholars assert that socio-environmental variables a mixture of actions, factors, and interactions are frequently the source of mental and physical disabilities. As a result, even the presence of social factors is necessary for the existence of physical or mental disabilities.

In Zimbabwe, most handicapped persons live with disabilities in both rural and urban settings. Considered the father or originator of disability work in Zimbabwe, Jairos Jiri began services for handicapped individuals in the 1940s. In Zimbabwe, some individuals with impairments get second-class treatment. In Zimbabwe, between 900 000 to 1.4 million persons are thought to be disabled in some way (Lukeoff and Cohen, 2021). PWDs in developing countries have their survival strategies through small-enterprise development training programs such as carpentry, watch repair and basketry. Through these programs, PWDs contribute much to their families and communities, for example, after contracting polio as a young child, David went on to work for himself as a veterinary technician in Masaka, Uganda, and started raising premium goats, cows, pigs, turkeys, and chickens. In addition, many PWDs may learn and life abilities through home-grown events, where they acquire skills, attitudes and knowledge from their household associates. Home-schooling education by achieving is essential in making PWDs to acquire additional abilities for their survival.

Nonetheless, those who are disabled are facing challenges in pursuing these survival strategies because of competition from their able bodied counterparts in Zvimba rural district. As a result the PWDs in Zvimba rural district survival activities are likely to fail as indicated by poverty circle. In Zimbabwean society, PWDs face discrimination, starvation or poor diet and competition in the economic sector with able bodied. The challenges of PWDs emanate from societal perceptions about this group, and the socio-economic hardships in Zimbabwe. Since the 21st century, Zimbabwe has been facing socio-economic challenges like unemployment, lack of education among others.

History is full of cases of PWDs worldwide being mocked, murdered, and uncontrolled to die or judged to long-lasting marginalization in asylums (Rauh, 2017). There is also another view that early Chinese people abandoned the disabled to perish in rivers, whereas Greek parents abandoned their crippled children to die on a hillside. Nero Commodus is reported to possess used bows and arrows on people with physical disabilities in Europe, and in the 15th century, the church approved the termination of PWDs.

1.3 Problem Statement

Disability is one of the world's most significant issues since it can lead to physical impairments or reduced movement, which makes daily duties more difficult. It can also cause social and emotional problems. In the 1970s, 10% of the inhabitants on the earth was thought to be impaired as of 2011 that quantity had increased to 15%, or over a billion individuals. The World Health Organization, (2011) reports that the quantity of handicapped individuals is increasing mostly as a result of numerous and variety causes. While there are no indications that this growth will soon stop, the fact that 80 percent of all disabled people live in emerging nations raises more concerns (Otoole, 2019). Hence there is need to explore ways and strategies to cope with the disability situation.

1.4 Objectives

1.4.1 General Objective

To understand the survival strategies and challenges faced by people with disabilities in Zvimba Rural District Zimbabwe.

1.4.2 Specific Objectives

1. To examine the survival strategies for rural PWDs in Zimbabwe.
2. To examine the challenges faced by rural PWD.
3. How the policies are helping disabled people in rural areas?
4. To recommend measures to improve the survival strategies of rural PWDs in Zimbabwe.

1.5 Justification

The goal of the research is to learn about the survival strategies and difficulties that individuals with physical disabilities in Zimbabwe's Zvimba Rural District experience. In Zimbabwe, no research has been done on the difficulties and survival tactics experienced by those with disabilities or similar subjects. The researcher is more motivated to highlight the main survival strategies and difficulties encountered by the disabled humanity in Zvimba District due to this research gap. The findings and recommendations in this research will help policy makers, organizations and academicians.

1.6 Research Questions

1. What are the survival strategies for rural people with disabilities?
2. What are the challenges faced by rural people with disabilities?

3. How the policies are helping disabled people in rural areas?

4. What are the measures to improve the survival strategies of rural people with disabilities?

1.7 Definition of terms

1.7.1 Disability is any medical or psychological condition that makes it more challenging for the afflicted person to participate in particular activities and interact with their surroundings. (Shakespeare, 2017). For example, loss of limb, hearing loss and blindness.

1.7.2 Disabled person is a person with obstacles related to their physical, cultural, or social background that prevent them from undertaking in activities, endeavors, or careers that are accessible to other members of the community on an equal basis (Martin, 2015).

1.7.3 Physical disability is a restriction on individual's ability to move, function physically, or be agile or strong. (Helander, 2013). For example, blindness and respiratory disorder.

1.7.4 Impairment is an issue with the structure or operation of the body as a notable departure or loss (Tiun, 2013). For instance paralysis of a limb, loss of speech and mental retardation.

1.8 Organization of study

Chapter one – Introduction: The problem statement, theoretical framework, and study justification are covered in this chapter. The research topics, aims, and methodology were explicated in the document. A synopsis of the upcoming chapters is provided below:

Chapter two – Literature review: This chapter encompasses literature review of the survival strategies for persons who are disabled and the challenges they confront in pursuing their strategies. It also reviews other related literature and highlights what other researcher have established on the survival strategies for those who are disabled and the challenges they confront in pursuing their strategies.

Chapter three – Research methodology: In the chapter, the research methodology utilized to collect pertinent data for the study is highlighted, along with the research approach, research design, population sample, and sampling techniques. The researcher also talks about how the research methodology is applied.

Chapter four – Data presentation, analysis and discussion: This section entails the demonstration and evaluation of research findings. Analysis of data, findings and analysis of the outcomes are summarized in the preceding section.

Chapter five–Project summary, conclusions and recommendations: The author presents the research findings, integrating them with the theoretical framework and earlier investigations. This section draws conclusions from research findings. It also summarizes the research findings.

1.9 Chapter summary

The preceding section provides overview of the investigation that served as the basis for all the other chapters in the research. The chapter provides direction for the entire research by outlining the study's context, problem statement, aim, research objectives, research questions, and definitions of essential terms. Investigator uses Section 1 as a guide to walk through each stage of the study. It also helps the reader understand the key points of the study that examined the phenomena of the survival tactics and difficulties encountered by individuals with disabilities in Zvimba Rural District, Zimbabwe.

CHAPTER 2: LITERATURE REVIEW

2.0 Introduction

While some individuals are born crippled, many others develop disabilities as a result of various conditions such as illnesses, mishaps, starvation inability to obtain preventive healthcare, landmines, and conflicts. The number of persons with impairments can also rise as a result of any one of these variables. Landmines, famines, conflicts, and wars can harm the medical system by keeping individuals from accessing preventative treatment. Additionally, war can change how food is distributed, putting individuals at risk for diseases and malnutrition that can leave them crippled (Yeo et al, 2013). Decades of conflict have left many individuals in Mogadishu disabled, though it's hard to estimate how many there are because there isn't a mechanism in place to register civilian casualties. Additionally, Amnesty International talked about how the state's refusal to provide special health care puts persons with disabilities in the face of many obstacles in their daily lives. Individuals with disabilities have needs, just like persons without disabilities do, with the exception that they also have unique requirements on top of their basic needs. Due to these experiences, a large number of handicapped individuals nationwide lack equitable contact to medical facilities, educational opportunities, and work possibilities. They also are unable to obtain the essential basic services (WHO, 2015).

People with physical disabilities face many obstacles such as political obstacles stemming from policy formulation and implementation that failed to take their needs into account physical obstacles arising from the built environment, transportation, and environmental issues and attitudinal obstacles arising from the disability community, employers, healthcare providers and service providers. (World Bank Report, 2012). These problems mostly occur when individuals with disabilities are left out and their voices are not given enough attention. The removal of these obstacles can empower individuals with disabilities and provide them with the same chance to take on roles as those without impairments. These barriers have the potential to marginalize and keep disabled persons out of mainstream society and the workforce.

2.1 Funnel approach

2.1.1 Global challenges and survival strategies of people with disabilities

Global refers to worldwide countries for example, China, Germany Japan, Canada and United Kingdom (Strauss, 2017). The problems encountered by handicapped individuals globally includes

stigma and discrimination, inequality accessibility, restricted educational opportunities, unemployment and insufficient medical facilities. The survival strategies includes advocacy and awareness, policy and legislative changes, disability inclusive employment and health advocacy and accessible healthcare.

2.1.2 Challenge of stigma and discrimination and advocacy and awareness strategy

People with disabilities often face stigma and discrimination which can limit their opportunities and social inclusion (Rukuni, 2015). In many societies, there is a deficiency of knowledge and comprehension regarding disabilities contributing to discriminatory attitude. For example, in India individuals with disabilities may be subjected to negative attitudes and exclusion from education and employment opportunities due to cultural beliefs and societal prejudices. The survival strategy is advocacy and awareness. Advocating for disability rights and raising awareness about the challenges faced by PWDs. For example, The Disability Rights Education and Defense Fund (DREDF) in the United States works to advance the rights of persons who are handicapped through initiatives in public policy, education and legal activism.

2.1.3 Challenge of inadequate accessibility and survival strategy of policy legislative changes

Lack of accessibility in the built environment, transportation and information technology poses significant challenges for people with disabilities. For instance, in many cities in Brazil, the mobility and independence of people with physical disabilities are hampered by the absence of ramps, elevators, and accessible transit networks (SINTEF, 2019). The survival strategy is policy and legislative changes. Pushing for policy and legislative changes to promote inclusivity and protect the rights of PWDs. For instance, The Disability Discrimination Act (DDA) in the United Kingdom prohibits discrimination against PWDs in a number of domains such as work, education, and the availability of goods and services.

2.1.4 Challenge of unemployment and survival strategy of disability inclusive employment

People with disabilities frequently encounter difficulties in finding and maintaining employment (Thompson et al, 2012). In the United States, for instance, unemployment rate for individuals with impairments is greater compared to those individuals who are not disabled, highlighting the challenges faced in accessing suitable employment opportunities. The survival strategy is that of

disability-inclusive employment. Promoting disability-inclusive employment practices and creating job opportunities for PWDs. For example, The Australian Network of Disability (AND) collaborates with business to provide resources, training and support to promote inclusive employment practices and increase the employment rate for PWDs.

2.1.5 Challenge of insufficient healthcare services and survival strategy of health advocacy and accessible healthcare

Individuals with disabilities may face barriers in accessing adequate healthcare services, including specialized care and rehabilitation (Cohen, 2018). For example, in Haiti, limited healthcare infrastructure and resources pose challenges for people with disabilities in accessing essential medical treatments and therapies. The survival strategy of health advocacy and accessible healthcare. Advocating for accessible healthcare service including specialized care and accommodations for PWDs. In Canada, the Rick Hansen Foundation works to improve accessibility in healthcare facilities through their accessibility Certification Program which assesses and rates the accessibility of healthcare spaces and services.

2.1.6 Challenge of limited access to education and survival strategy of inclusive education

Many individuals with disabilities globally face barriers to accessing quality education. In some African countries such as Niger, children with disabilities often lack access to inclusive schools and appropriate educational resources resulting in limited educational opportunities (Coleridge, 2013). The survival strategy is inclusive education. Promoting inclusive education policies and practices that ensure equal educational opportunities for learners with impairments. For instance, in Finland, the Finnish National Agency for Education supports inclusive education by providing guidance, resources and training to schools and educators enabling them to create inclusive learning environments for students with disabilities.

2.2 Regional challenges and survival strategies of people with disabilities

Regional is relating to or coming from a particular country. For example, Africa, Asia, Europe, North America only to mention a few (Winters, 2015). The challenges faced by PWDs include limited accessibility to tourism, poverty and social exclusion in South America, restricted educational opportunities and inadequate healthcare amenities in Africa, public stigma and discrimination and inaccessible infrastructure in Asia only to mention a few. The survival

strategies include distance learning, disability-friendly infrastructure, training for tourism operators and inclusive humanitarian assistance.

2.2.1 Challenge of limited access to education and survival strategy of distance learning

In Africa region, there is limited access to education. For instance in Niger, children with impairments frequently do not have contact to inclusive learning due to inadequate infrastructure, trained teachers and inclusive policies. The survival strategy of distance learning. Leveraging technology for distance learning can help overcome barriers to education (Haralambos, 2012). In Rwanda, the One Laptop per Child initiative provides laptops to students in rural areas enabling them to access educational resources and participate in online classes.

2.2.2 Challenge of inaccessible infrastructure and survival strategy of disability friendly infrastructure

In Asia region, there is inaccessible infrastructure. Bangladesh struggles with inaccessible infrastructure such as buildings, transportation and public spaces which pose significant barriers for individuals with disabilities. The survival strategy is disability friendly infrastructure. Advocacy and awareness campaigns can push for the development of accessible infrastructure. In India, the Accessible India Campaign aims to make public holdings, transportation and information and communication technology accessible for PWDs (Hanks et al, 2012).

2.2.3 Challenge of limited accessibility in tourism and strategy of training for tourism operators

In South America region, there is limited accessibility in tourism. Peru struggles with the lack of accessibility in transportation, tourist attractions and accommodation facilities making it challenging for individuals with disabilities to fully participate in tourism. Training for tourism operators as a survival strategy (Giddens 2014). Providing training and support to tourism operators on inclusive practices can improve accessibility. In Peru, the Accessible Tourism for All project trains tourism operators and raises awareness about the importance of accessibility in the tourism sector.

2.2.4 Challenge of employment discrimination and strategy of workplace diversity and inclusion programs

In Europe region, the PWDs face employment discrimination. Across Europe, the PWDs often face discrimination in the job market resulting in higher unemployment rates and limited career opportunities. Workplace diversity and inclusion programs survival strategy (Fritz, 2021). Encouraging and supporting workplace diversity and inclusion programs can foster a more inclusive work environment. The Valuable 500 campaign in Ireland encourages companies to commit to disability inclusion and make it a business priority.

2.2.5 Challenge of armed conflicts and displacement and strategy of inclusive humanitarian assistance

In Middle East region, Syria and Iraq experience armed conflicts that disproportionately affect individuals with disabilities leading to displacement, limited access to healthcare and increased vulnerability. Inclusive humanitarian assistance as a survival strategy (Durant, 2014). Ensuring that humanitarian aid and services are both welcoming and easily accessible to those with disabilities in conflict affected area is essential. The United Nations Relief and Works Agency for Palestine Refugees provides disability-inclusive emergency response and rehabilitation services to Palestinian refugees in the Middle East.

2.3 National challenges and strategies of people with disabilities

National refers to peculiar or common to the whole people of a country (Giddens, 1984). For example Zimbabwe, Germany and Japan. The difficulties that Zimbabwe's disabled population faces include inadequate access to education, unemployment, limited accessibility, inadequate health services and stigma and discrimination. The strategies include inclusive education, disability inclusive employment programs, accessibility standards and regulation, disability inclusive healthcare and awareness and sensitization campaigns.

2.3.1 Challenge of limited access to education and survival strategy of inclusive education

Limited admission to education is a problem encountered by PWDs in Zimbabwe. Many children with disabilities in Zimbabwe face obstacles to obtaining high-quality education. For example, based on UNESCO report, only 10% of youngsters with impairments in Zimbabwe join school compared to the national average of 80% (Emerson, 2014). Survival strategy is inclusive education. Implementing inclusive education policies and practices to guarantee universal learning for all youngsters including those with impairments. For instance, The Education Amendment Act

of 2021 in Zimbabwe emphasizes education for all and promotes the offering of assistance facilities and reasonable accommodation for pupils with impairments in mainstream schools.

2.3.2 Challenge of unemployment and survival strategy of inclusive employment programs

PWDs in Zimbabwe often face discrimination in the labor market leading to great joblessness degrees. For instance, the unemployment rate among PWDs in Zimbabwe is estimated as 85% according to Disabled People's Organizations (Fiddiman et al, 2019). Disability inclusive employment program is a survival strategy. Developing programs that promote inclusive hiring practices, provide vocational training and support entrepreneurship for PWDs. For example, The Leonard Cheshire Disability Zimbabwe's Skills Development and Placement program offers vocational training and job placement assistance to PWDs enabling them to secure employment.

2.3.3 Challenge of limited accessibility and survival strategy of accessibility standards and regulations

Many public spaces, buildings, transportation systems in Zimbabwe lack accessibility features making it difficult for PWDs to move around independently. For example, the majority of public buildings and transportation systems in Zimbabwe do not have ramps, elevators or other accessibility features. The survival strategy is accessibility standards and regulations (Erelleves, 2012). Implementing accessibility standards and regulations to ensure that public infrastructure and transportation systems are accessible for PWDs. For instance, the National Railways of Zimbabwe has made efforts to improve accessibility by introducing wheelchair ramps and designated spaces on some trains.

2.3.4 Challenge of inadequate healthcare services and survival strategy of disability inclusive healthcare services

PWDs in Zimbabwe often face challenges in accessing appropriate healthcare services including lack of trained healthcare professionals and inaccessible facilities. For instance, many healthcare facilities in Zimbabwe lack the necessary equipment and trained staff to provide specialized care for PWDs. The survival strategy of disability inclusive healthcare services (Turnball, 2016). Ensuring that healthcare facilities are equipped with necessary accommodations, providing disability awareness training to healthcare professionals and promoting accessible healthcare services. For example, The Chitungwiza Central Hospital in Zimbabwe has implemented disability

inclusive healthcare practices by training staff on disability awareness and making physical adjustments to improve accessibility.

2.3.5 Challenge of stigma and discrimination and survival strategy of awareness and sensitization campaigns

The PWDs in Zimbabwe face social stigma and discrimination which can hinder their participation in society. For example, negative attitudes and stereotypes towards PWDs persist in Zimbabwean society leading to exclusion and marginalization. The survival strategy is awareness and sensitization campaigns (Ritzer, 2018). Conducting awareness campaigns to promote understanding, challenge stereotypes and reduce stigma and discrimination. For instance, the Disability Rights Watch in Zimbabwe organizes awareness campaigns and advocacy activities to promote disability rights and challenge societal attitudes towards PWDs.

2.4 Gaps

According to what has been provided by the researcher on the problems and survival tactics of people with impairments in global, regional, national level there are a number of gaps in the research topic on challenges and survival strategies of PWDs in Zvimba Rural District. In global, regional and national level they have a lot of disability survival strategies that include distance learning, inclusive healthcare services and inclusive employment programs. By having the gaps, the number of PWDs is expanding dramatically as a result of several different factors. Hence there is a need to explore ways and strategies to cope with the disability situation.

Therefore, there are gaps in Zvimba Rural District, for example, gap in inclusive education. There is lack of inclusive policies. The absence of inclusive education policies in Zvimba Rural District hinders the establishment of equal learning opportunities for students with impairments. For example, in Mubaya village pupils with incapacities are not going to school.

Also, there is inadequate physical accessibility. Schools such as Matoranhembe and Kawondera schools in Zvimba Rural District may lack appropriate infrastructure and facilities to accommodate students with physical disabilities such as ramps, accessible toilets and properly designed classrooms.

In addition. Another gap in Zvimba Rural District is gaps in learning for PWDs in Zvimba Rural District. In global, regional and national level they do distance learning but online learning

platforms used in Zvimba Rural District such as Kawondera School may not be designed to be accessible for PWDs such as those with visual or hearing impairment, whereby there are no accessibility features such as screen reader compatibility or alternative formats.

Furthermore, there are gaps in disability inclusive healthcare services in Zvimba Rural District. There is limited availability in specialized healthcare providers. Zvimba Rural District has a shortage of healthcare professionals trained in providing disability inclusive healthcare services such as specialized rehabilitation, mental health support and chronic disease management, for example, in Mupumbu clinic.

2.5 Survival strategies for rural people with disabilities

2.5.1 Small enterprise development training programs

PWDs in developing countries have their survival strategies through small-enterprise development training programs such as tailoring, watch repair and basketry. Through these programs, PWDs contribute much to their families and communities, for example, after contracting polio as a young child, David went on to work for himself as a veterinary technician in Masaka, Uganda, and started raising premium goats, cows, pigs, turkeys, and chickens. (Fabricant, 2012). In addition, many PWDs may learn and life abilities through home-grown events, where they acquire skills, attitudes and knowledge from their relatives. Based at home education by doing is essential in making PWDs to acquire additional knowledge for their survival. Zimbabwe Department of Social Services (2022) noted that in Zimbabwe, most PWDs earn their living through vending.

2.5.2 Employment and revenue generation

It is usually acknowledged that work and revenue generation are main features for enabling and encouraging presence of PWDs into community. A few research have shown that various PWDs have demonstrated their ability in several sectors. Through the world, PWDs are capitalists and independent worker laborers, workers in factories and farms, medical professionals and educators, retail clerks and bus drivers, computer technicians and artists. In developing countries, self-employment offers the central survival chance for people with disabilities. Producing, offering a service, and trading are examples of self-employment activities. Self-employed people might work part-time or full-time, alone or in groups. They can be used in both the formal and informal economies in connection with both rural and urban locations. Independent jobs like carpentry, shoe repair, basket weaving and agriculture provides revenue for huge numbers of women and men with

disabilities (Cobley, 2017). Hence, if disabled people are given adequate support and protection in finding work and earning a living, a number of extremely impoverished disabled people will be able to live other healthy and happy lives in addition to having a significant impact on social and economic advancement.

2.5.3 Ensuring protection of privileges

At local level, various efforts have been made to ensure for the protection of the privileges of PWDs (Zimbabwe Government, 2011). The efforts include coming up with the Constitution and the Disabled Persons Act. The Constitution provides for the rights of PWD under section 61 and 83. Specifically, section 83 says that to assist persons with disabilities realize their greatest ability both mentally and physically the state must take the necessary steps, using the resources at its disposal to help them become independent.

The government has a policy in place which specifies that restrooms designated especially for people with disabilities and ramps for entry shall be included in all public buildings. The policy also encourages that physically challenged offices and accommodation be on the ground floor to avoid inconveniences in the event of elevators not working. However there is a challenge in that some buildings are rented or bought and may not have these facilities. Resources permitting, Government would wish to ensure that all buildings are compliant.

2.5.4 Accessible transportation solutions

People with disabilities utilize accessible transportation options to overcome mobility barriers and enhance their ability to travel independently (Choruma, 2017). For example in Canada, organizations like HandyDART provide accessible transportation services including door-to-door transit for individuals with disabilities in various communities.

2.5.5 Inclusive education advocacy

Advocating for inclusive education guidelines and procedures ensures that individuals with impairments have equal opportunity to quality education. For instance, in Norway, the Norwegian Association of Disabled Students works to promote inclusive education and support students with disabilities in accessing appropriate accommodations and resources (Ferguson, 2018).

2.6 The challenges faced by people with disabilities

2.6.1 Health service challenges

A High standards of existence, involvement in the economy advancement, independency and complete involvement during interactions with others are all highly correlated with better health.

(Chimedza and Peters, 2019). According to the Chiparaushe et al (2012) “The availability of rehabilitative care, prosthetic devices and the age appropriate health care need to be singled out both because of significant lack of such services and because of all foted social and economic discussions about disabled people are side tracked by their presumed medical or rehabilitative needs” (p.11). Article 26 of the United Nations Convention on the Rights of Persons with impairments affirms the privileges of people with impairments to rehabilitation services and participation in social activities. It also suggests that using the health services that are offered is an essential freedom for humans protected by CRPD.

2.6.2 Educational challenges

The United Nations International Children's Fund (UNICEF), states that individuals with disabilities are entitled to equal educational opportunities without facing discrimination, just like anybody else. The United Nations Educational, Scientific, and Cultural Organization (UNESCO) proclaimed that education must be offered on the basis of equality and in accordance with Article 26 of the Universal Declaration of Human Rights, which declares that everyone has the right to education Altman, (2012) said that the majority of disabled persons work informally and do not attend educational institutions. This supported and validated UNESCO's estimate of the literacy rate among individuals with disabilities, which found that it is only 3% worldwide, with women with disabilities having a rate that is closer to 1% when compared to men with disabilities (Fabricant, 2012).

Because of their handicap, persons with disabilities in the UK are less likely than those without impairments to hold an educational qualification. Similar to this, since there is not enough unique education institutes and the children's impairment, children in Zimbabwe do not attend school (Fargans, 2010). A number of factors prevent people with disabilities from being included in regular classrooms, including the public's negative perspectives regarding the education of handicapped individuals, physical barriers that make learning inaccessible to students with physical disabilities, a rigid, inflexible curriculum that is imposed centrally, the teachers' skills and perspectives, socioeconomic circumstances, and a shortage of resources for teaching materials and infrastructure, and national Instructional guidelines (DFID, 2019). A number of studies demonstrate that PWDs are fewer expected to complete primary and higher education than their

able-bodied counterparts. The various difficulties faced by disabled people in accessing education are linked to family members who regard sending disabled children to school as a waste of time.

2.6.3 Economic challenges

Due to their limitations, people with disabilities often encounter significant obstacles while trying to acquire employment or career training (Durant, 2014). When given the chance, persons with disabilities function at work just like any other person without a disability, but systematic discrimination against them persists in the workplace, according to the 2011 WHO Report on Disability. Article 27 of the United Nations Convention on the Rights of Persons with Disabilities outlaws prejudice and calls for equitable employment opportunities for all. It is therefore clear that the convention opposes discrimination in all its forms and, as a result, promotes equitable access to employment opportunities and the development of pathways for individuals to pursue their desired careers (National Association of Societies for the Care of the Handicapped, 2012). According to the International Labour Organization (ILO), 785 million of the world's one billion disabled individuals are of working age. In general, disabled individuals have lower employment rates than non-disabled individuals across all nations (Naomi, 2012).

2.6.5 Environmental challenges

Accessibility of facilities for education, health, recreation, and employment for people with disabilities can be facilitated or hindered by the physical environment. According to Christian Blind Mission, providing those with impairments with the ability to get into a structure enables them to take advantage of job and educational opportunities. According to the United Nations Convention on the Rights of Persons with Disabilities, disabled individuals must have access to the built environment in all sectors in order to go anywhere they want. All constructed environments must be accessible since denying individuals with disabilities access to one area while maintaining inaccessibility to another will limit their chances (Charlton, 2020). In Australia, more than 27 percent of disabled respondents stated that their inability to fully participate is hampered by their inability to access buildings and facilities, and 29 percent claimed their inability to use transportation prevents them from being included in the community.

2.6.6 Social challenges

It is widely acknowledged that stigma, discrimination, and isolation are the primary obstacles experienced by young people with disabilities. However, handicapped persons have merely

encountered racism and humiliation with women being more likely to experience these issues (Nachmias et al, 2010). According to a poll done in the UK, a lot of persons with impairments struggle with concerns like discrimination and loneliness. Families of disabled individuals may also encounter prejudice, bad attitudes, destitution, and exclusion from social activities (Mhloyi et al, 2013). People with diverse disabilities are more susceptible to life-threatening situations during times of crisis and disaster because they do not have availability of channels for information and communication. When handicapped individuals desires and requirements are not adequately represented through communication and information channels, there is a strong push for social justice in academia and practice through activism. Since the 1970s, there has been a global upsurge in activism supporting disabled people's rights to appropriate media portrayal availability of channels for information and communication venues. Consequently, during the first five months of 2020, when the pandemic took over the world's media channels, it makes sure that those who suffer from hearing loss or deafness can access information about the coronavirus that public health communicators communicate on a few national broadcast networks in Zimbabwe, the United States, the United Kingdom, and New Zealand.

2.6.7 Emotional challenges

People with disabilities are typically handled and responded to by civilizations in accordance with their cultural belief systems. It is regrettable that PWDs are only involved in a small portion of livelihood activities (Babbie, 2013). The untamed individuality of the Spartans left disabled individuals, both young and old, to perish in the countryside. In the majority of Africa, people believe that being disabled is either a kind of punishment or a curse from vengeful ancestral spirits. (Barnes, 2017). Despite the Judeo-Christian philosophy's opposition to killing, individuals with disabilities faced discrimination and stereotypes. In ancient Hebrew culture, a person with a disability was considered a "sinner" and believed to be under the control of evil demons. It was banned for anybody who were short, "crippled," or disfigured to become priests. It was forbidden in the Old Testament for blind or lame individuals to enter the homes of believers. Mentally ill people were thought to be possessed in the New Testament. It was believed that those who were disabled had them as a result of their own or their parents' transgressions. Spiritual redemption is the main focus of treatment. In most developing countries of the world PWDs faces challenges and remain a majority of the poor. PWDs are the most side-lined, socially left out and poorest groups in society especially because of lack of education (Adamson, 2016). In Bangladesh PWDs

have a tendency to be deserted and as a result are incompetently protected or supported. Some studies conducted in Bangladesh demonstrate how disabled people frequently experience hostile and unwelcoming environments, as well as non-cooperation, mistreatment, and hostility from their relatives, communities, and government agencies.

2.7 How the policies are helping disabled people in rural areas?

On June 9, 2021, in Harare, President Emmerson Mnangagwa of Zimbabwe introduced the nation's disability policy. The policy, which was created with assistance from a number of parties, including the UN, aims to address the discrimination and the exclusion of handicapped persons, give them the tools they need to enhance their own quality of life, and allow them to make a positive impact on the country's development agenda. President Mnangagwa added that government agencies should include disability concerns in their programs, contributing to the end of harmful practices, discrimination, marginalization, and the exclusion of PWDs from participating in many sectors of the economy.

For instance, a self-development opportunity could be established for PWDs to help them overcome their personal obstacles (Miltra et al, 2016). This could be accomplished by developing e-learning options, like personalized, need-based learning modules that are accessible through television, FM radio channels, and cellphones.

Similar to this, PWDs can be mentored to train and prepare them for seasonal changes and fluctuations, and an active business association can help overcome environmental problems. By supporting their businesses, these associations can also benefit people with disabilities. The biggest financial obstacle facing people with disabilities is getting access to startup funding (Reiley, 2013). For the most part, these folks start the business with the help of friends, family, and their own meager resources. Commercial banks may provide PWDs with simple lending options as a solution to this problem. To make it easier for PWDs to obtain the loans, the terms and circumstances of the grants could be flexible. Hence, current policies are effective for helping disabled people in rural areas.

2.8 Measures to improve the survival strategies of rural people with disabilities

2.8.1 Enhance accessibility

Improve physical accessibility in rural areas by constructing ramps, accessible pathways and disability friendly society (Nachmias et al, 2017). For example, in a rural village in India, installing

ramps and handrails in public buildings and transportation terminals can enable people with disabilities to move around more easily.

2.8.2 Promote education and skill development

Provide inclusive education opportunities and vocational training programs tailored to the requirements and abilities of rural persons with impairments (Mtetwa, 2018). For instance, in Kenya, establishing community based training centers that offer skills such as farming, artisanal crafts or computer literacy can empower individuals to gain employment or start their own businesses.

2.8.3 Enhance healthcare services

Ensure that rural healthcare facilities have the necessary equipment, trained staff and accessible infrastructure to lecture the specific requirements for disabled people's health (Pritchard, 2019). For instance, in a rural area of Brazil, implementing mobile healthcare units equipped with specialized equipment and personnel can provide regular check-ups and medical treatment to individuals with disabilities.

2.8.4 Improve transportation options

Develop accessible and affordable transportation services in rural areas to facilitate the mobility of people with disabilities (Mouton et al, 2014). For instance, implementing wheelchair accessible buses or providing subsidies for accessible taxis in rural regions of Canada can enable individuals with disabilities to travel more independently.

2.8.5 Strengthen economic opportunities

Create entrepreneurship programs, microfinance initiatives and market linkages to enhance economic opportunities for rural people with disabilities (Nielsen, 2012). For instance, establishing a microcredit program in a rural area of Bangladesh can enable individuals with disabilities to start small businesses and generate income.

2.9 Theoretical Conceptualisation

In this study the researcher used Critical Disability Theory (CDT) which views disability as a social construct rather than an inevitable outcome of impairment, the researcher compared liberal norms and ideals to how PWDs really live their lives.

A theory for the study of disability that discusses disability and questions the assumptions that could influence society is called the Critical Disability Theory (CDT). The CDT was developed

from the critical social theory, which was initially established by Max Horkheimer and is now a diverse collection of critical theories. It also provides a variety of methods for societal investigation. The mechanisms of CDT are frequently addressed in the multidisciplinary "Disability Studies framework," but because CDT is rooted in the critical theory tradition, its origin implements specific ethical techniques that emerge based on that custom and are not always included in the concept of disability studies (Osgood, 2015). Critical Legal Theory (CDT) is a legal theory that expands upon the Critical Legal Studies (CLS) movement, which combined legal realism and critical theory. Identity jurisprudences centered on aspects like gender and race emerged as a result of criticism directed at the CLS movement for its own inability to break free from the profound structural injustices of society.

The main theme of the CDT is that impairment does not always lead to inability but rather a social construct. Socially disabled people are disadvantaged as an effect of failure of the public location to adapt to the variety offered by impairment. As a way of analysis of the disabled's freedom the CDT explains the ways PWDs are oppressed by the failure of liberty, fairness and fairness (Patton, 2021). Compared to the liberal notion of language as an impartial tool for communication, CDT acknowledges that language is fundamentally ambiguous and examines the ways in which language both perpetuates and challenges the social harassment experienced by individuals with disabilities. Due to the historical marginalization of disabled people's voices, CDT uses these voices to tell stories of handicapped lives and challenge prevalent misconceptions that diminish the significance of a disabled person's life.

Even though rights to freedom have restrictions, the CDT grasps rights for their potential. Rights offer themselves as a powerful political instrument for the advancement of disabled people's welfare, and it is advantageous when the courts advance those interests by articulating legal rights. A purposefully designed theory, CDT provides the framework for beneficial action in support of the rights of the handicapped.

Transformative politics, the handicapped social structure, appreciating diversity, rights voices, language, and multidimensionality are among the components of the CDT. With this theory it will help the researcher to respond to the demands for political and legal equality to the PWDs so as to improve their survival strategies.

2.10 Chapter summary

The chapter has clearly revealed the literature. Conceptual and theoretical evidence in relation to the research questions which seeks to determine the difficulties and survival strategies of people with impairments. In the next chapter, chapter three, the researcher is going to look much on the area of study, research tools, methodologies and sampling techniques among other important aspect

CHAPTER 3: MATERIALS AND METHODOLOGY

3.0 Introduction

The research techniques used to conduct this study are covered in this chapter. It covers topics including the research design employed within the investigation, the data collection instrument, the model techniques and actions, the applied ethical considerations, and the interview guide. Additionally covered is the data analysis method employed in the investigation.

3.1 Study area



Figure 1: Zvimba District (light green) in Mashonaland West Province

Location and topograph

The proposed location is Zvimba rural District situated in Mashonaland West Province Zimbabwe. Zvimba District is bordered by [Guruve District](#) to the north, [Mazowe District](#) to the east, the city of [Harare](#) to the southeast, [Chegutu District](#) to the south, [Kadoma District](#) to the southwest and [Makonde District](#) to the west and northwest.

Its main town, [Murombedzi](#), is located about 110km by road west of Harare, the capital and largest city of Zimbabwe. The district lies about 48km by road, south of the town of [Chinhoyi](#), [Makonde District](#), the nearest large town.

Geographical coordinates are 17°42'S, 30°12'E and elevated about 1319m above the sea level

3.2 Research Approach

The study used a hybrid methodology that included qualitative and quantitative techniques, giving it the freedom to report on a larger range of topics. From this angle, the study can benefit from both qualitative and quantitative methods since they permitted the investigator to document the interactions with individuals who have disabilities in Zvimba Rural District.

3.3 Research Design

The study used an empirical technique, which was thought to be helpful given that it tackles a topic with a lot of misunderstanding and misinformation as well as the experiences of those with disabilities, which are not well understood. The primary objective of data collection is to identify constraints of the setting where the issues, chances, or circumstances of that matter are most likely to occur as well as to identify important features or variables that may be discovered and be crucial to the investigation. Therefore, the investigation's primary objective was to investigate coping mechanisms and problems encountered by those who suffer from handicaps in all areas of their existence, including the social, cultural, educational, and economic domains. The goal was to uncover the complex problems associated with having a physical disability. Thus, the decision to choose a qualitative design by the researcher. A research design, according to MacMillan and Schumacher (2017) is a method for selecting study participants, study sites, and data gathering techniques in order to address the research questions. They also state that producing results that are deemed reliable is the goal of an extensive study design. For Blanche, Lipman (2012), a well-thought-out plan of action, research design serves serving as a link between the study objectives as well as the way the strategy is carried out or implemented. Consequently, a blueprint for gathering information, measurement, and evaluation may be applied to the investigation design. To put it another way, the study design specifies what information is necessary, the methods that will be used to gather and evaluate the data, and how all of this will address the research question. There is an alternative perspective which holds that the process of designing a research study begins with the researchers' philosophical presumptions at the time of study decision. Researchers contribute their own standards, theories, and worldviews to the study undertaking. These influence the style and composition of investigation.

3.4 Population and sampling

Population has been defined as a targeted group necessary for a study. The population of the study included PWDs from Zvimba Rural District. Lipsey (2015) defines sampling as the method of choosing a portion of a specified population so that the sample fairly represents the population. According to McMillan and Schumacher (2017) is a subset of the population that has been chosen and from which data is gathered for statistical analysis. PWDs are the population under study in this study, from which the researcher collected data on a number of research-related topics. The researcher used purposive sampling, a sampling technique for selecting respondents that choose elements from a larger study population, which will represent the entire population. In purposive sampling, the researcher used in-depth interviews meaning that, she chose people who have disabilities to supply the necessary information by in the research. The researcher looked at predefined groups of people that are PWDs in rural areas. Additionally, the researcher selected PWD representatives who have knowledge of the study and the sample depending on who would be suitable about survival opportunities for them and survival challenges they come across in their livelihoods and how they dealt with them. In order to guarantee that the PWDs from whom data is gathered are representative of the greater universe of PWDs in Zvimba Rural District about whom the researcher seeks to generalize. The population sample consisted of 10 villages with 20 people from each village which sums up to 200 PWDs.

3.5 Data collection methods and instruments

Table 3.5 Shows data collection methods and instruments

Methods	Instruments
Interviews	Interview guide
Focus group discussion	Focus group discussion guide
Questionnaire	Questionnaire guide

3.5.1 Qualitative methodology

Qualitative data is any obtained non-numerical data in the form of words, images or observations (Cleophas, 2017). Examples of qualitative methods include focus group discussion and interviews

3.5.2 Focus group discussion

Is a qualitative research technique that is used to get opinions and insights from a group of people regarding a specific topic. It entails assembling a small batch of individuals who possess relevant knowledge or experience related to the research objective (Marongwe and Mate, 2017). The participants engage in a structured discussion led by a moderator while the researcher observes and takes notes. Prepare 10 questions being to discuss which include, how can awareness and understanding of disability related issues be increased within rural communities? What are the specific difficulties you face as an individual with an impairment residing in a remote region? Are there any specific resources or training programs that would improve education system? The goal is to elicit in-depth information, explore perspectives and uncover shared patterns of thinking. The procedures to carry out a focus group discussion guide follows. Recruit participants by targeting disabled individuals in rural areas who can provide insights based on their personal experiences. Arrange logistics by securing a suitable venue for the focus group discussion, for example a community center and reimburse travel expense. Introduce the topic by explaining the purpose of the discussion and assuring participants of their confidentiality. Facilitate the discussion. Encourage participants to share their experiences, challenges and strategies. Listen actively and ensure each participate has an opportunity to contribute. Analyse the data. Review the notes taken during the discussion. Examine the information to find mutual patterns, challenges and survival strategies that emerge from the focus group discussion. Write a report summarizing the conclusions drawn from the focus group discussion. Thank participants for their participation. Highlight the main themes, quotes from participants related to survival strategies and challenges faced by PWDs. Results recorded in chapter four.

3.5.3 Interviews

In-depth interview is a qualitative research method that involves conducting a one on one conversation between a researcher and a participant (Muya, 2017). It aims to gather detailed and comprehensive information about an individual's experiences, perspectives and insights on a particular topic. The procedure used in an in-depth interview guide is as follows. Recruit participants targeting the PWDs in rural areas. Clearly establish the purpose of in-depth interview which is to explore the survival strategies and the difficulties that individuals with impairments encounter in rural regions. Plan an interview at a time and location that work for you. Begin the interview by introducing myself and explaining the purpose of the conversation. Prepare 10

interview questions, these include, what specific strategies have you developed to navigate daily life as a disabled individual living in a remote place? Are there any policies or programs that support employment opportunities for disabled people? How would you rate the accessibility of public infrastructure and facilities? As the interviewer use interview guide as a framework to facilitate conversation. Ask both open and close ended questions and actively listen to the participant's responses and taking detailed notes during interview, capturing key points and participants' quotes. Thank participant for their time and willingness to share their experiences. Highlight participant quotes relating to survival strategies of PWDs.

3.6 Quantitative methodology

Information that can be measured and examined statistically is referred to as quantitative data. (Creswell, 2010). Questionnaire is an example of quantitative methodology

3.6.1 Questionnaire

A questionnaire consists of a list of inquiries created to ask respondents a series of questions and gather their responses regarding the subject of the study (Cresswell, 2018). One tool being employed in this instance is a questionnaire guide. It is described as a research instrument composed of several questions or other types of cues meant to extract information from a reply (Colella, 2012). The questionnaire was created using the study's research objectives and research questions. A self-administered questionnaire was employed in this investigation. In this instance, the respondents complete the questionnaire on their own, without the researcher's help.

The procedures are as follows; the researcher sought permission first from the village head. Identify target audience by determining the specific group of PWDs. Define the objectives by clearly articulating the purpose of questionnaires. Questionnaire contained both open and close-ended questions. Physically distribute 10 questionnaires that have been briefly discussed about the survival strategies and difficulties encountered by disabled people living in rural areas. Questionnaire guide include, what type of disability do you have and how does it impact your daily life? What employment opportunities are available to you in your area? Did you approach financial institutions and NGOs for funding of your business? Collect responses. Analyze the data. By analyzing the responses to identify key patterns, themes and insights. Prepare a presentation summarizing the results of the questionnaire. The major advantage of using a questionnaire in this study was that it allowed time to let the respondents fill in without any pressure. A questionnaire

ensures anonymity and privacy, promoting more candid replies. Open-ended inquiries were also advantageous since they consented respondents to widen their views in their own understanding of the studied issues while closed questions helped them to remain more focused to the subject matter.

3.7 Data analysis

Data analysis is a procedure that includes dissecting data into more manageable chunks in order to expose its constituent parts, qualities, and organization (Oliver, 2014). These consist of charts, tables, graphs, and statistics like percentages, ratios, proportions, and frequencies. Content analysis was also done for the qualitative data, and data triangulation was accustomed to analyze the information at the same time from all sources. Direct quotes were used for presentation. The researcher collected both quantitative and qualitative information utilizing both open-ended and closed-ended questions that were to be assessed.

3.7.1 Qualitative data

Qualitative data refers to recorded non-numerical information in the form of words, images or observations. There are several classes of approaches that are content, narrative, discourse, grounded and thematic approach. In this study, the researcher used thematic approach to analyze data. Thematic approach is a systematic procedure for evaluating and categorizing specific statements or data into themes that represent the phenomenon of interest (Creswell, 2014). The researcher use data from interviews and talks about the study's research goals in focus groups. She employed data to find recurring themes, or subjects, concepts, and meaning patterns. Since thematic analysis is very individualized and dependent on the researcher's judgment, I must carefully consider my own decisions and interpretation. Pay great attention to the data to make sure I'm not missing anything or masking something that is present. Employ both deductive and inductive methods while conducting thematic analysis. Using an inductive approach means letting the themes emerge from the data. A deductive method is approaching the data with some anticipated themes that, based on theory or prior knowledge, one anticipates to find mirrored there. Additionally, the researcher used a latent semantic technique. The explicit substance of the data is analyzed using the semantic approach. Understanding the underlying assumptions and subtext of the data is part of the latent method. When creating analysis, it is helpful to steer clear of confirmation bias by employing six step methods. The following are the steps to take while analyzing qualitative data using a theme approach:

1. The first step is familiarization whereby you get to know your data by thoroughly reviewing and understanding it.
2. It is followed by a second step called coding that is to highlight sections of the data and assign abbreviations or codes that summarize the information.
3. Another step is generating themes. Review the codes you have created and identify patterns among them.
4. Followed by reviewing themes. Ensure that the themes accurately represent the data by comparing them against the data set.
5. Defining and naming themes. By formulating precise definitions for each theme explaining what they mean and how they help understand the data.
6. Final step is writing up. Conclude by summarizing the key conclusions and the manner in which the study addressed the research issue.

3.7.2 Quantitative data

Numerical information that can be measured and examined statistically is referred to as quantitative data. (Creswell, 2014). For example, the age of PWDs and their level of education in the demographic data in chapter four. Quantitative data can be analysed using regression model and chi square test. The researcher is using chi square test in this study. Chi square test is a statistical test that's used to see if two categorical variables have a significant relationship as described by Cleophas (2017) on Pearson's chi-square test. Pearson's chi-square (X^2) is the test statistic for the chi-square test of independence:

$$X^2 = \sum$$

Where:

- X^2 is the chi-square test statistic
- \sum is the summation operator (it means "take the sum of")
- O is the observed frequency
- E is the expected frequency

The observed frequencies and the expected frequencies in the event that the two variables are unrelated are separated by the amount indicated by the chi-square test statistic. When there is

a significant discrepancy between the observed and predicted frequencies (in equation $O - E$), it is substantial. Consequently, to compute the test statistics, take the following 5 steps:

- I. Create a table. Create a table with the observed and expected frequencies in two columns.
- II. Calculate $O - E$. In a new column called " $O - E$ ", subtract the expected frequencies from the observed frequencies.
- III. Calculate $(O - E)^2$. In a new column called " $(O - E)^2$ ", square the values in the previous column.
- IV. Calculate. In a final column called " χ^2 ", divide the previous column by the expected frequencies.
- V. Calculate X^2 . Finally, add up the values of the previous column to calculate the chi-square test statistics (X^2).

3.7.3 Data presentation

Data is going to be presented in the form of:

1. Qualitative data. Themes and direct quotations.
2. Quantitative data. Tables, pie charts and graphs.

3.8 Ethical considerations

The utilization of human "subjects" as study participants by the researcher generated ethical questions. The researcher built her expansion of moral behavior on ethical precepts. This suggested that the researcher respected each participant's integrity on an individual basis. Potential participants were given a clear agreement by the researcher so they could understand the purpose of the interviews before participating in them. The research was conducted in accordance with the ethical concept of informed consent obtained from study participants. Consent and authorisation to conduct the research was required from the traditional leaders and disability organizations where participants reside. Ethics are the moral principles that govern the rights of subjects being studied. The dean of the department at Bindura University's Faculty of Science and Engineering granted the researcher ethical authorization to carry out the study, attesting to the proposal's compliance with the institution's recognized ethical standards. The benefits of participating were explained to the volunteers, who voluntarily took part. According to Onwuegbu (2012), asking people if they would like to take part in a study project respects their right to self-determination and gives them the flexibility to decide whether or not to participate because they are the ones who can best defend

their own interests. Privacy needs to be respected at all times. In the context of the boundaries established by the research, documentation needs to be safeguarded and treated as strictly private. Many ethical principles, including informed consent, voluntary engagement, and harm avoidance, served as the foundation for this study.

1. Informed Consent

Participants received complete information about the purpose of the study as well as information about their right to decline participation. The study's protocols were completely disclosed to the research participants. In addition, Participants were informed about the academic nature of the investigation, their freedom to refuse participation at any time and to stop research at any time once it has begun, as well as the potential implications of doing so.

2. Voluntary Participation

The information that was gathered from this research was voluntarily given by the respondents. No one will be forced to provide information against their will.

3. Avoidance of harm

There was no harm done to the people taking part through participating in the research project.

3.9 Conclusion

This chapter concluded with a discussion of the research technique applied in the investigation of adults with physical limitations' experiences using survival strategies. This work made use of both qualitative and quantitative designs, using questionnaires and interviews as data collection methods. A sample of two hundred people, comprising both males and females, was chosen. The study's results will be presented and discussed in Chapter 4.

CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

This section now displays the outcomes of the information collecting and analysis activities. The aim in this chapter is to discuss the study's findings as indicated by the objectives. Data interpretation was completed along with the presentation and analysis of the gathered information. Information was displayed as pie charts, bar graphs, tables and also, direct quotations were used to present qualitative data.

4.2: Demographic Data

Table 4.2 shows villages, age, level of education and type of disability of respondents

Villages	Age	Level of Education	Disability
Mubaya	55	Primary	Wheelchair user
Masiyarwa	30	None	Wheelchair user
Madzima	70	None	Crippled
Mutongerwa	36	None	Crippled
Gomera	28	ZJC	Crippled
Chidarikire	25	ZJC	Visually impaired
Chidavaenzi	44	Primary	Visually impaired
Mubaiwa	60	Primary	Visually impaired
Kawondera	37	Primary	Visually impaired
Chawira	27	O level	Albino

n = 200

The table above shows the PWDs from ten different villages in Zvimba Rural District, who were interviewed in this research study. It also shows information of their level of education which is limited due to their physical disabilities and lack of adequate resources which therefore leads them to have inadequate skills hence they are involved in self-help projects for their survival.

4.3 Survival strategies for rural people with disabilities

This study's specific goal is to find out more about survival strategies for rural PWDs in Zvimba Rural District which includes carpentry, shoe repairing, bike repairing and vending only to mention a few.

Table 4.3 below presents the survival strategies and their percentages for rural people with disabilities in the area of study.

Survival strategies	Percentage of respondents
Carpentry	10%
Joining women savings club	5%
Shoemaking	15%
Bike repairing	5%
Barter trade	10%
Poultry project	25%
Vending	30%

n=200

One of the specific objectives of this study is the survival strategies employed by PWDs in Zvimba rural district. These included income generating projects and self-help projects. During the study the researcher found out that most of the PWDs in rural areas are self-employed and that is their major source of livelihood. Their survival strategies also revealed that they work from hand to mouth as they are informally employed hence lack adequate skills so the quality of their work is poor. In an in-depth interview one representative from Mubaya village who was a carpenter had this to say;

Chero mateacher chaiwo haakwikwidzane neni, vamwe vanouya kuzondikwereta iniwo zvangu kapenda, nebasa rangu irori ndinozvitengeta hembe dzekupfeka ini nemhuri yangu uye vana vangu havarari nenzara (Even teachers cannot compete with me, sometimes teachers of Matoranhembe primary school used to borrow money from me, imagine teacher borrowing money from a carpenter, from my work I manage to clothe and feed my family) (Interview with Participant A in 2023).

Another participant from Masiyarwa village said her survival strategy is that of joining women saving clubs. She talked about how she managed to counter lack of finance to her business as a way of surviving. She said that she joined two money saving clubs (a women savings club at her church and a residential savings club). She joined these clubs as a way of raising capital to boost her business as well as a way of surviving. In her words she said that,

Ndakajoina society kukirabhu kuchurch kwedu kwatinoita zvekukandirana mari uye nemari iyi ndakakwanisa kuzvitengera mbudzi dzangu, ndiro dzekushandisa pamba uye zvipfeko zvevana vangu (I joined a women money savings club at my church where we contribute money which will go around members of the club and managed to buy goats, plates for my home as well as clothes for my family) (Interview with Participant B in 2023)

Another respondent from Madzima village, a shoemaker, appeared to be more talkative was diagnosed with polio in his early childhood and only attained primary school said that he repairs shoes at an inflated price as a way of attracting customers.

He also said that his shoe repair shop, did not give him only money but he also gained social capital as he used to interact with many people and also enough to support his parents. He spoke boldly that he is committed to provide everything for his parents in the times of needs.

Another participant from Mutongerwa village talked about his survival strategy. Ten years ago, he was engaged in an accident that severely damaged his mobility and destroyed his confidence. Although he had doubts about his ability to provide for his family, a Community Based Rehabilitation (CBR) program inspired him, and the Integrated Skills Outreach Programme (ISOP) gave him bike repair training. An experienced cycle repairer was contracted to provide a training placement. In just three months, Elton had learned the requisite skills and saved up enough money for a basic set of hand tools. He now operates his company under a tree and has a steady stream of clients. He intends to build a permanent workshop and has amassed a store of spare components. Asked the sustainability of his bike repair shop, He said that bike repair is of paramount significance in his social welfare. For this reason, he suggested that he should expand his bike shop through thick and thin to ensure the viability of his life.

In an in-depth interview another participant from Gomera village said that she do barter trade as a survival strategy. She said that most of rural people found it difficult to buy things in cash so we exchange items such as doils and baskets in exchange of soap, sugar, rice, maize and groundnuts. She said that she always had plenty of food and grocery through this kind of business.

The information obtained revealed that PWDs also depend on poultry for their survival. The survival of the project is facilitated by ZAVH. The project started in 2005 after in Zvimba rural district. It started with five members and now they increased to twenty in Chidarikire village. Currently, they keep about 400 broilers and 200 layers at a time. Asked how much they earn per month, the director of the project, indicated that the broilers produce an average of \$1500 of profit and the egg production produce about \$800 per month and each member has to earn about \$200 per month. The director of that poultry project aired that ZAVH was their only friend and others did not see them as human beings. Asked if the project is sustainable for their livelihood and another participant from Kawondera village, a member of the project aired out that the project sustain them to a greater extent, however she pointed out that there was a need for individual members to supplement the earnings through other livelihood activities as most members of the project had large families to look after. Another member of the project from Mubaiwa village and the one from Chidavaenzi village also argued in the same line of thought with the director and they said that, apart from the earnings of poultry they used to buy clothes and sell them to the teachers and workers at Matoranhembe and Masiyarwa Schools. Through their business they were able to send their children to school.

A respondent from Chawira village said that she do vending as her survival strategy. She continued saying that she attained a professional qualification in Small Business Management at Mogenster mission school. She stated that she was not even worried about going to the towns and cities to look for a formal job as she pointed out that there was no choice since she failed to find formal employment due to her disability. She also added that most of the occupations in Zimbabwe require educated and skilled people of which she stated that the PWDs do not possess. This is what she said;

Mwanangu ndakatanga zvekutengesa izvi 2003 ndichangoorwa uye ndinogutsikana nazvo nekuti zvinoita kuti ndingokwanisa kuraramisa mhuri yangu,zvekuti nditsvage basa kunenge kuri kupedza nguva nehurema hwangu uhwu, chikuru ndechekuti vana vangu vawane chekudya saka

ndinogutsikana nazvo(my child I entered into the business of buying and selling milk and vegetables in 2003 soon after my marriage and I am satisfied with my job at least I can take care of my children,going to look for a job with my condition it will be a waste of time –Interview with Participant C in 2023)

This study revealed plethora of strategies used by PWDs to survive in rural Zimbabwe as they have limited formal employment opportunities due to limited education. According to Peters and Adamson (2016) in Chapter Two, noted that societies believe that PWDs are viewed by society as incapable of learning, investing in their education is a waste of money. Education tends to limit human opportunities in contemporary society. Through inferring from the reasons given by PWDs in Zvimba Rural District as to why it was not possible for them to secure jobs, it seems most of them were not educated beyond primary and secondary school hence lack adequate skills and knowledge which will then force them to be employed in the informal sector. A research by Altman (2012) in Chapter Two on informal employment also revealed that most people who are informally employed were not educated. In relation to the oppression of disabled people stems from liberalism's inability to fulfill its promises of fairness and equality, lack of education therefore explains why PWDs have failed to secure formal jobs. If they were better educated maybe they could have been employed in the formal sector. Therefore, lack of education seems to be the major reason in the globalised world why the unemployed are facing challenges in securing formal employment.

4.3.1 Thematic analysis

The researcher used thematic approach to analyse data from interviews on this first research objective which examine the survival strategies for rural PWDs in Zimbabwe. Following the steps that have been explained in chapter three (3) on qualitative data analysis.

Step 1: Familiarization

This is the first stage, the researcher became familiar with her data. Prior to beginning to analyze each individual item, it was crucial to have a comprehensive overview of all the data that had been gathered. This required looking through the data to become comfortable with it, taking notes as you read the text, and generally looking at it.

Step 2: Coding

At this stage, the researcher need to code the data.

Interview extract	Codes
<p>1. “<i>Even teachers cannot compete with me, sometimes teachers of Matoranhembe primary school used to borrow money from me, imagine teacher borrowing money from a carpenter, from my work I manage to clothe and feed my family</i>”</p> <p>2. “<i>I joined a women money savings club at my church where we contribute money which will go around members of the club and managed to buy goats, plates for my home as well as clothes for my family</i>”</p> <p>3. “<i>My child I entered into the business of buying and selling milk and vegetables in 2003 soon after my marriage and I am satisfied with my job at least I can take care of my children, going to look for a job with my condition it will be a waste of time</i>”.</p>	<ul style="list-style-type: none"> • Living a better life • Enjoying capentry job • Responsible for the family • Working towards financial goal • Responsible to meet basic needs • Vendor • Content with job • Parental responsibility

Step 3: Generating themes

Turning codes into themes.

Codes:

- Living a better life

- Enjoying carpentry job
- Responsible for the family

Theme: Carpentry work

Codes:

- Working towards financial goal
- Responsible to meet basic needs

Theme: Financial equipping

Codes:

- Vendor
- Content with job
- Parental responsibility

Theme: Vending

Themes were generally broader than codes. She combined other codes to make a single theme. Some of the codes were too unclear or not relevant enough so they got discarded.

The researcher also employed the deductive method, which entails approaching the data with certain preconceived notions about the themes she anticipates seeing there in light of her prior knowledge. Therefore, researcher derived themes from her existing knowledge that answered the same objective number one:

1. Shoe repairing

Potential themes that revealed anything useful about the data for study purposes were developed by the researcher.

Stage 4: Reviewing themes

The themes were verified by the researcher to be accurate and helpful. She returned to information set and compared research themes against it. She carefully inspected if she had missed anything. She also examined if the themes were present in the data and also thoroughly examined if there

were changes she could make to those themes to work better. There was no need to discard or split themes because everything was in order. The final list of themes follows:

1. Carpentry work
2. Financial equipping
3. Vending
4. Shoe repairing

Step 5: Defining and naming themes

It is time to identify and characterize every theme now that the researcher has compiled a summary of them. Clearly defining each concept and evaluating how it added to the comprehension of the facts are necessary steps in the process of defining themes. Generating a brief and understandable title for every subject is the process of naming them. The researcher examined “carpentry work” theme and determined exactly what it meant by “carpentry”. She then decided that a better name for the theme was “Furniture making”. She also revised “Financial equipping” theme and came up with “Financial empowerment”. Lastly the researcher revised “Vending” and came up with “Selling”.

Step 6: Writing up

Finally, this is the write up of the data.

Introduction

The researcher used thematic approach to analyse data on the first objective, examine the survival strategies encountered by those who are disabled in rural areas. She used direct quotes from interviews and came up with the themes from the previous stages. The themes are furniture making, financial empowerment, selling and shoe repairing emerged as significant aspects within the data collected from rural PWDs in Zvimba highlighting their survival strategies.

Firstly, there is furniture making theme. The furniture making theme emerged as a significant survival strategy within the data collected from rural people with disabilities. This theme represents the participants’ engagement in the production and utilization of furniture as a means to enhance their daily living and improve their quality of life. Furniture making refers to the

participants' involvement in crafting or constructing various types of furniture for personal use or for sale. This include items such as tables, chairs and beds. The participants demonstrated a range of skills and techniques in furniture making, utilizing locally available resources and tools. To illustrate the furniture making theme quotes from the data were identified. For instance, the participant highlighted the economic aspect of furniture making "... *imagine teacher borrowing money from a carpenter, from my work I manage to clothe and feed my family.*" This quote emphasizes the individual's resilience and determination to provide for their family by relying on their work. The furniture making theme underscores the resilience of rural PWDs in finding practical solutions to their needs. By engaging in furniture making, the participants potentially contribute to their economic well-being. This theme reflects the participants' agency and empowerment in adapting to their circumstances and actively shaping their lives.

Moreover, the second theme is financial empowerment. This theme focuses on the participant's efforts to enhance their economic well-being and overcome financial challenges through various means and opportunities. Economic empowerment refers to the participants' pursuit of financial stability, independence and improved livelihood. It encompasses their engagement in income generating activities, access to resources, opportunities and efforts to overcome financial constraints. This theme underscores the importance of economic empowerment as a survival strategy for rural PWDs in Zvimba. To support this theme, quotes from the data were identified. For example, participant mentioned, "*I joined a women money savings club at my church where we contribute money which will go around members of the club and managed to buy goats, plates for my home as well as clothes for my family*". This quote demonstrates how participants' engage in entrepreneurial endeavours as a means to achieve economic empowerment. This theme reflects the participants' resilience, agency and aspirations for financial stability and independence. Economic empowerment not only improves their standard of living but also enhances their overall well-being and sense of control over their lives.

Thirdly, another theme is selling. This theme focuses on the participants' efforts to generate income and improve their financial well-being through various selling activities. Selling refers to the participants' involvement in the exchange of goods or services for monetary gain. This theme underscores the importance of selling as a means of generating income and supporting their livelihoods. To support the selling theme, quotes from data were identified. For instance,

participant mentioned “*my child I entered into the business of buying and selling milk and vegetables in 2003 soon after my marriage and I am satisfied with my job at least I can take care of my children ...*” This quote demonstrates how participants engage in selling as a means of income generation. The selling theme indicates the participants’ entrepreneurship in utilizing their skills to generate income. It highlights their capacity to recognize market opportunities and fulfill the requirements of their local communities through selling. Selling not only provides financial support but also contributes to their sense of empowerment and self-sufficiency.

Lastly there is theme of shoe repairing. This theme focuses on participants’ engagement in shoe repair as a means to generate income and sustain their livelihoods. Shoe repair refers to participants’ involvement in the repair and restoration of footwear. It encompasses the skills and techniques required to fix various shoe- related issues such as replacing soles, repairing stitching and restoring worn out parts. This theme highlights the economic and practical aspects of shoe repair and its potential to empower rural PWDs in Zvimba. To support this theme examples were identified. For instance, another participant mentioned that, his shoe repair shop, did not give him only money but he also gained social capital as he used to interact with many people and also enough to support his parents. This quote emphasizes the practical value of shoe repair and its contribution to sustainable consumption. The shoe repair theme reflects the participants’ practical skills, craftsmanship and entrepreneurial spirit in utilising their expertise to generate income and provide a valuable service. It shows their ability to meet the demand for shoe repair services while simultaneously enhancing their economic well-being.

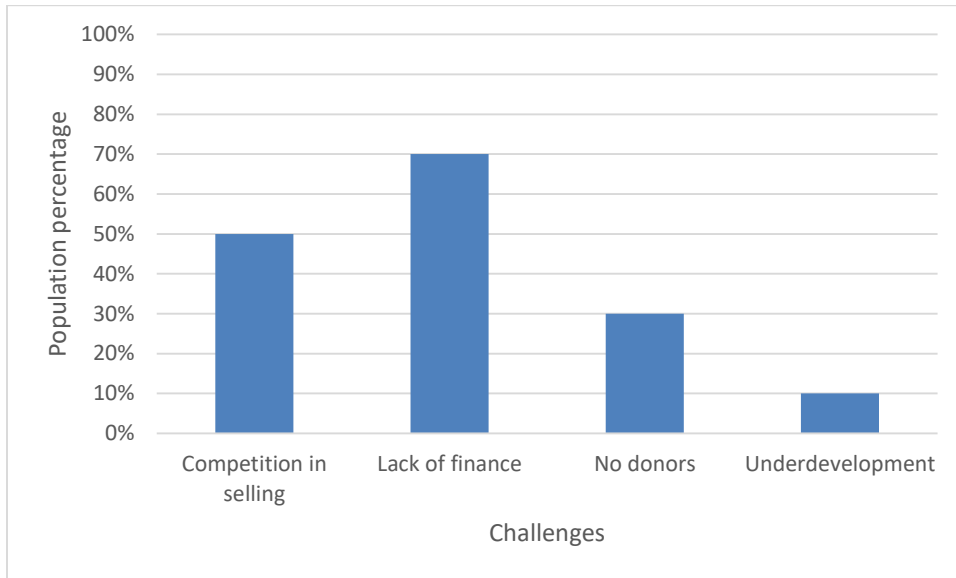
In conclusion, the themes above represents the significance of survival strategies employed by rural people with disabilities in Zvimba Rural District to generate income, sustain their livelihoods and improve their financial well-being.

4.4 Challenges faced by PWDs in rural areas

Another important objective of this study is that it looks at the analysis of the issues found by PWDs in rural areas. Amongst challenges highlighted by respondents from questionnaires and focus group discussions and interviews are lack of finance, competition in selling, loans rejection and underdevelopment. The researcher physically distributed questionnaires to ten (10) participants from different villages that comprised of six (6) women and 4 males (randomly selected from 200 participants). According to responses from questionnaires about the obstacles

PWDs encounter in rural places, 6 out of 10 stated that they are facing lack of finance challenge, 2 responded that they are facing challenge of competition in selling while the other 2 stated that no donors are the challenges faced by PWDs.

Figure 4.1: Shows population percentage against challenges faced by rural PWDs



n=200

From the bar graph above, narrations by PWDs regarding their livelihood activities revealed that they encountered many challenges whilst pursuing their livelihood activities. The major livelihood challenge faced, by the poultry project was identified as lack of finance which constitutes 70% as the main challenge to their livelihoods, followed by 50% of competition in selling, followed by 30% of no donors and lastly 10% of underdevelopment follows. Just like any other type of business, their poultry project is riddled with a plethora of difficulties due to lack of finance. One respondent from a focus group discussion;

Project yedu yakangopiwa mari kamwechete neZAVH mugore ra2014, takamboedza kutaura nemabank akaita seAgribank, CABS ne CBZ asi hapana chatakapuwa (The project only received funding once from ZAVH in 2014, we have tried to approach banks like Agribank, CABS and CBZ for the funding of our project but we got nothing- interview with Participant D in 2023)

She went on to say that these financial institutions require a lot of requirements like company certificates and collateral security in form of valuable goods like fridges, electrical stoves, TV sets among others of which no one among members of the poultry project possess. One member of poultry project said that last year they approached CABS for the funding of their project and they were told that the loans available were only meant for youths below the age of 35 years of which no member of the poultry project qualified. In his view one participant said that it was only a way of eliminating them due to their disabilities. The director of the project also added that they had approached money lending institutions for the funding of their project and the money lenders said that they only gave loans to individuals who are formally employed and farmers who are registered with different farmers associations not small, unregistered projects like theirs. Another respondent from Mubaiwa village, a visually handicapped and a member of the poultry project in an interview another respondent stretched out that;

Vese vanoita zvekukweretesa mari vanotibata senge tisiri vanhu. (Almost all financial institutions treat us as if we are not human beings; they see us as not credit-worthy-interview with Participant E in 2023).

Asked whether they have received funding from NGOs for their project, members of poultry project through focus group discussions and questionnaires said that donors do not specifically target income-generating projects for PWDs. They have approached a quite number of NGOs for the funding of their project and most of them said that they are not concerned with disability issues. The researcher through participant observation observed that the fowl runs are made up of bricks and mesh wire and thatched with thatch grass. The fowl run is not yet plastered and another respondent from Kawondera village in a questionnaire and focus group discussion said that this underdevelopment of their fowl run poses a lot of challenges to their project.

Zvekupfirira nehuswa hazvikurudzirwe paproject yedu iyi, zvinokonzeresa masvosve nezvipukanana zvinounza zvirwere kuhuku dzedu, dambudziko redu kushaya mari yekutenga mazen'e pazvirugu zvedu (Thatching is not good for poultry; it is a prey for many insects which causes diseases to our chicks. It also causes a lot of problems during rainy season, many chicks die and as a result we get loss. The problem is lack of money to buy asbestos or iron sheets to roof the fowl run.- interview with Participant F in 2023)

She went on to say that they are facing competition in selling chickens Moleli High, St Bernard Mission and Kutama Mission Schools are their major competitors in a focus group discussion.

Vanhu vazhinji havachatengi huku kwatiri, vave kunotenga kuMission KwaKutama nokuti mitengo yavo yakaderera chaizvo.Vanoita \$5 huku imwechete isu tichiita \$6 ne \$7 zvichienderana nekukura kwayo.Zvatikanganisa project yedu chose.(Most people who used to buy chicken and eggs from us are now not buying chicken and eggs from us; they are now buying them from Kutama Mission because of their inflated prices. They sell each chicken for \$5 and we sell each chicken for \$6 or \$7 depending on their weight.

Asked why they did reduce the prices of their chicken as these Mission Schools do, another participant from a group discussion and questionnaires said that these Mission Schools' projects are funded by donors and they have their own transport to carry their chicks and feeds from town. We hire transport to ferry our chicks. As a result our expenses will be very high if we copy them we get losses.

Another participant from Madzima village also identified lack of finance as the main challenge to his survival activities. In an interview he stretched out that,

Dai cash iripo ndatove umwe munhu ane twunhu twake, kuti utange shop yekugadzira masandaki zvinoda cash refu.... (If there is capital at this time I would be someone with his things. To start a sandal making workshop needs a lot of money...Interview with Participant G in 2023).

Asked whether he had approached financial institutions and NGOs for the funding of his business in a focus group discussion, he laughed and then said,

Kupa chirema chikwereti? Vanoona sekuti vanenge vasungirira cash yavo pagumbo rengwena ("Giving credit to a disabled person? They think that it is like tying their money on a crocodile's leg").

He boasts himself saying that he had potential to develop his business into a big one but lack of finance has shuttered the opportunities.

It emerged from the study that PWDs are marginalised and socially excluded group to acquire some social services. Information from respondents revealed that banks are denying PWDs loans

in order to boost their business. Babbie (2013) in Chapter Two observes that it is regrettable that PWDs are only given access to a small portion of livelihood opportunities. The distribution of resources among societal members and activities is not without inequality. In the majority of Africa, people believe that being disabled is either a kind of punishment or a curse from furious ancestral spirits from Chapter Two (Barnes, 2017). This is evidenced by lack of finance to boost livelihood activities for PWDs. PWDs are meant to be enabled by banks and money lenders, but they are not succeeding in this regard. The belief that people with disabilities are worthless liabilities with no place in society was reflected in the way that society treated them. But rather than helping PWDs by providing funding for their livelihood activities, these banks are restricting them by ignoring them because they believe that their disabilities make it impossible for them to repay the loans. This shatters their dreams since banks require collateral security for one to secure bank loans of which they do not possess since the projects they engage in are from hand to mouth.

4.4.1 Thematic analysis

The researcher also used thematic approach to analyse data from direct quotes of focus group discussions on this second research objective which examine the obstacles that persons with impairments encounter in rural locations. Following the steps that have been explained in chapter three (3) on qualitative data analysis.

Step 1: Familiarization

This is the first stage, the researcher became familiar with her data. Prior to beginning to analyze each individual item, it was crucial to have a comprehensive overview of all the data that had been gathered. This required looking through the data to become comfortable with it, taking notes as you read the text, and generally looking at it.

Step 2: Coding

At this stage, the researcher need to code the data.

Focus group discussion extract	Codes
<p><i>I. “ The project only received funding once from ZAVH in 2014, we have tried to approach banks like Agribank, CABS and CBZ for the funding of our project but we got nothing ”</i></p>	<ul style="list-style-type: none"> • Lack of finance • Not given loans

<p>2. <i>“Thatching is not good for poultry; it is a prey for many insects which causes diseases to our chicks. It also causes a lot of problems during rainy season, many chicks die and as a result we get loss. The problem is lack of money to buy asbestos or iron sheets to roof the fowl run”</i></p> <p>3. <i>“Most people who used to buy chicken and eggs from us are now not buying chicken and eggs from us; they are now buying them from Kutama Mission because of their inflated prices. They sell each chicken for \$5 and we sell each chicken for \$6 or \$7 depending on their weight”</i></p> <p>4. <i>“Giving credit to a disabled person? They think that it is like tying their money on a crocodile’s leg”</i></p>	<ul style="list-style-type: none"> • Underdevelopment triggers diseases to chicks • Underdevelopment causes death of chicks • Financial constraint • Many people in one business • Competition in business • No donors
--	--

Step 3: Generating themes

Turning codes into themes

Codes:

- Lack of finance
- Not given loans

Theme: Lack of finance

Codes:

- Underdevelopment triggers diseases to chicks
- Underdevelopment causes death of chicks

- Financial constraint

Theme: Underdevelopment causes diseases and death of poultry

Codes:

- Many people in one business
- Competition in business

Theme: Competition in business

Codes:

- No donors

Theme: No donors

The researcher also used deductive approach gathered up all her fixed themes that were derived from the Critical Disability Theory (CDT) that she applied in her theoretical framework discussed in Chapter two of the study. The CDT was based on the study of the disability which talks about disability and challenges the possible expectations which shapes the society. It explains the ways PWDs are oppressed. From the theory the researcher derived the following themes that answered the objective number two:

1. Unfairness

Thus, the researcher created potential themes that showed up something helpful about the data for research purposes.

Step 4: Reviewing themes

The investigator ensured that the topics were factual and beneficial. She returned to information set and compared the research themes against it. She thoroughly examined if she had missed anything. She also examined if the themes were present in the data and also thoroughly examined if there were changes she could make to those themes to work better. There was no need to discard or split themes because everything was in order. The final list of themes follows:

1. Lack of finance

2. Underdevelopment causes diseases and death of poultry
3. Competition in business
4. No donors
5. Unfairness

Step 5: Defining and naming themes

The researcher revised “Lack of finance” theme as “Financial constraint” theme. Also, she revised “Underdevelopment causes diseases and death of poultry” theme to “Consequences of underdevelopment”. She revised also “Competition in business” theme as “Business competition”. Finally, she revised “No donors” and came up with “Lack of donors”.

Step 6: Writing up

Introduction

The researcher used thematic approach to analyse data on the second objective, examine the obstacles that persons with impairments encounter in rural areas. She used direct quotes from focus group discussions and came up with the themes from the previous stages. The themes are financial constraint, consequences of underdevelopment, business competition and lack of donors emerged as significant aspect within the data collected from rural PWDs in Zvimba highlighting their challenges.

Firstly, there is the theme of financial constraint. This theme focuses on the participants’ experiences of limited financial resources which hinder their ability to meet the needs, access necessary support and services and participate fully in society. Financial constraint refers to the participants’ restricted access to financial resources and their inability to meet their financial obligations or fulfil their basic needs. It encompasses limited access to credit or financial assistance. This theme highlights the financial barriers that exacerbate the obstacles encountered by disabled people in rural places, Zvimba. To support this theme, quotes from data were used. For instance, participant mentioned, “... *we have tried to approach banks like Agribank, CABS and CBZ for the funding of our project but we got nothing.*” This quote demonstrates how participants experience financial difficulties in meeting their needs. The financial constraint theme reflects the

participants' experiences of economic vulnerability. It hinders their ability to lead fulfilling and independent lives.

Secondly we have consequences of underdevelopment. Focuses on the negative outcomes and impacts that result from lack of infrastructure affecting well-being and opportunities of PWDs in rural areas. It encompasses various aspects such as lack of ventilation, poorly constructed coops and insufficient space. This theme highlights how underdevelopment in poultry farming infrastructure exacerbates the challenges faced by PWDs in rearing healthy and productive chicks. To support this theme, quotes from the data were identified. For instance, participant mentioned, *“Thatching is not good for poultry; it is a prey for many insects which causes diseases to our chicks...”* This quote demonstrates how underdevelopment in housing facilities for chicks increases vulnerability to external threats resulting in poor chick health and financial losses for participants. It underscores how the lack of adequate infrastructure and resources in rural areas leads to increased mortality rates among the chicks, financial losses and compromised livelihoods. Underdevelopment in poultry farming practices exacerbate the existing barriers and disadvantages experienced by individuals with PWDs in rural areas.

In addition, another theme is business competition. Business competition refers to the presence of rival businesses in the local market that offer similar products or services creating challenges faced by PWDs in Zvimba rural areas who are attempting to start or maintain their businesses. It encompasses various aspects such as limited market share, pricing pressures and access to resources. To support this, quotes from the data were identified. For example, participant mentioned, *“Most people who used to buy chicken and eggs from us are now not buying chicken and eggs from us; they are now buying them from Kutama Mission because of their inflated prices...”* This quote emphasizes how competition affects pricing strategies and the financial viability of business run by PWDs. It highlights how competition from existing enterprises impacts market entry, pricing and profitability making harder for them to achieve economic independence and success.

Lastly, lack of donors is another theme. The lack of donors refers to the scarcity of individuals, organizations or institutions willing to provide financial assistance or donations to support PWDs in Zvimba rural areas. It encompasses various aspects such as limited access to funding, for assistive devices, therapy sessions, medical treatments and livelihood opportunities. This theme

highlights the additional hurdles faced by PWDs due to lack of financial support from donors. To support this theme, quotes from the data were identified. For example, participant mentioned, “Giving credit to a disabled person? They think that it is like tying their money on a crocodile’s leg” This quote demonstrates that there are lack of donors who can fund the PWDs to do their projects. The lack of donors highlights how the absence of donors exacerbates the existing barriers and disadvantages experienced by individuals with disabilities hindering their access to essential resources, opportunities and improved quality of life.

In conclusion, these themes represents the significant problems encountered by disabled persons in Zvimba rural areas. Financial constraint, competition in business lack of donors and underdevelopment restricts their ability to access the livelihood opportunities, obstacles to individuals trying to start or grow their businesses and hampers ability to sustain poultry farming.

4.4.2 Quantitative data analysis using Chi-square test

Researcher used chi-square test to analyse quantitative data from questionnaires. She used the steps stated in chapter three (3) on data analysis under quantitative data analysis. Data collected on challenges faced by PWDs in the investigation area. The investigator physically distributed ten questionnaires to ten members which included six females and four males (randomly selected from two hundred participants used as a sample).

Challenges faced by PWDs in rural areas

Factor	Observed	Expected
• Lack of finance	6	3
• Competition in selling	2	1
• No donors	2	1

Formulated null hypothesis (H_0): *there is no significant difference between the observed data and the expected data.*

Checking the hypothesis using chi-square:

$$X^2 = \sum$$

Where;

\sum is Summation

$E=n/df$

$df=N-1$

N = number of categories

n =total number of each category

df =degrees of freedom

$\sum=3+1+1$

$X^2=5$

$=5$ (Chi-squared value)

At 5% significance level, the critical value = 5.991 (obtained from the statistical tables)

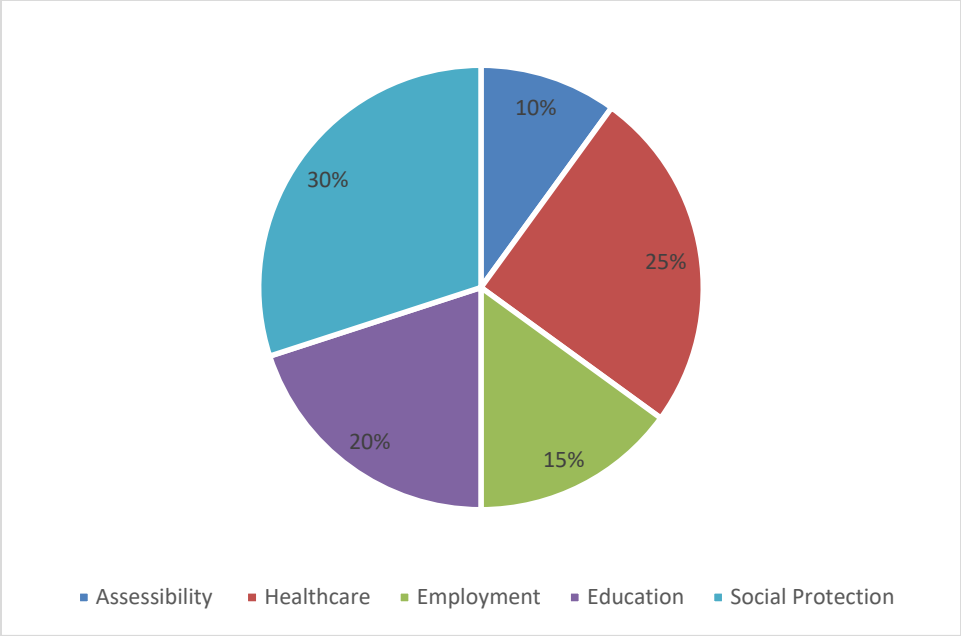
The chi-square value is less than the critical value, $5 < 5.991$

Comment:

There is no significant difference between the observed data and the expected data, therefore we do not reject the null hypothesis (H_0). That is the observed data is within the range of the expected data.

4.5 How the policies are helping disabled people in rural areas?

Fig 4.2 Shows how policies are helping disabled people with its percentage



n = 200

After interviews and focus group discussions with the residents of Zvimba Rural District, a lot of responses pertaining on how current policies are helping disabled people in rural areas. These includes accessibility with 10%, education with 20%, healthcare 25%, employment 15% and ensuring social protection 30%. How current policies are effective for helping disabled people in rural areas according to the findings was discussed and analysed below.

4.5.1 Accessibility

In a focus group discussion conducted, respondents said current policies are promoting accessibility promoted by current policies for helping disabled people in rural areas. Policies should address accessibility issues by ensuring that infrastructure, public transportation and public facilities are made to meet the requirements of disabled individuals. Zimbabwean government introduced the Persons with Disability Act in 1992 that mandates provision of accessible infrastructure. This can include constructing wheelchair ramps, accessible pathways and accessible public transportation. For example, in Zimbabwe, the government can invest in building ramps and elevators in public buildings and ensure that public transport vehicles are wheelchair friendly. This was supported by Charlton, (2020) in Chapter Two. It stated that all constructed environments must be accessible because denying individuals with disabilities access to one will limit their

chances in other sectors. However, the implementation of these policies in rural areas is often limited resulting in inadequate accessibility measures.

4.5.2 Employment

Secondly, some of the respondents from in-depth interviews cited employment as being enhanced by current policies in helping disabled people in rural areas. Policies should promote inclusive employment opportunities for disabled individuals in rural areas. The Zimbabwe National Employment Policy introduced in 2019 emphasises equal opportunities for all. However, there is a lack of specific measures to address the employment needs of disabled individuals in rural areas. As a result, many disabled individuals in rural areas face barriers to accessing decent and sustainable employment opportunities. A direct quote from one of the in-depth interview from Chidarikire village follows:

“Skills training and employment opportunities enable us to earn a livelihood and become financially independent. It reduces our dependence on social welfare programs and promotes economic self-sufficiency”.....in-depth interview.

4.5.3 Healthcare

Furthermore, in an interview and focus group discussion the respondents mentioned that, it was discovered that healthcare is also being promoted by current policies in helping the disabled people in rural areas. Policies should prioritize access to healthcare services for disabled individuals in rural areas. The Health Service Act of 2004 ensures that everyone in Zimbabwe including the disabled, has the right to healthcare. This was supported by Chimedza et al, (2019) in Chapter Two. He said, the key to pleasure and well-being for humans is improved health and it is crucial to possess a high standard of living, contribute to the financial advancement, be independent and fully engage in interpersonal interactions. However, there is limited accessibility to specialised healthcare services in rural areas. For example, rural residents with mobility impairments may face challenges in accessing rehabilitation services or obtaining assistive devices. According to Chiparushe et al, (2012) in Chapter Two, he said that, there should be availability of rehabilitative care and prosthetic.

4.5.4 Education

In addition, it was discussed that education is being promoted by current policies in helping disabled people in rural areas. Policies should emphasis on offering inclusive education for pupils

with impairments in rural areas. The Special Needs Education Policy introduced in 2017 aims to promote inclusive education. However, there are still challenges in rural areas such as lack of trained teachers and resources. For instance, some rural schools such as Kawondera and Matoranhembe Schools in Zvimba Rural District may not have the necessary assistive devices or specialised support staff to meet the needs of pupils with disabilities.

4.5.5 Social protection

More still, the findings show that some respondents from focus interview said that social protection is also being promoted by current policies in helping disabled people in rural areas. Policies should ensure that disabled individuals in rural areas have access to social protection programs. The Public Assistance Act and the Social Welfare Assistance to Persons with Disabilities Scheme provide societal safety precautions. However, the coverage and adequacy of these programs in rural areas are limited. For instance, the geographical distance and lack of outreach programs may prevent disabled individuals in remote rural areas from accessing these benefits. Through an in-depth interview, one of the respondent from Mubaya village said;

Community health personnel are required. The preparation and assignment for local medical personnel who are knowledgeable about disability issues and can provide healthcare services and support at our community level. These workers can play a crucial role in reaching out to disabled individuals in remote rural areas and ensuring our healthcare needs are met- Interview with Participant H in 2023.

The findings revealed how the current policies are helping disabled people in rural through accessibility, education, employment, healthcare and social protection.

4.5.6 Thematic Analysis

The researcher used thematic approach to analyse data from direct quotes of interviews on this third research objective which looks at how current policies are helping disabled people in rural areas. Following the steps that have been explained in chapter three (3) on qualitative data analysis.

Step 1: Familiarization

This is the first stage, the researcher became familiar with her data. Prior to beginning to analyze each individual item, it was crucial to have a comprehensive overview of all the data that had been

gathered. This required looking through the data to become comfortable with it, taking notes as you read the text, and generally looking at it.

Step 2: Coding

At this stage, the researcher need to code the data.

Interview Extract	Codes
<p>1. “Skills training and employment opportunities enable us to earn a livelihood and become financially independent. It reduces our dependence on social welfare programs and promotes economic self-sufficiency”</p> <p>2. There is a need for community health workers. Training and deploying community health workers who are knowledgeable about disability issues and can provide healthcare services and support at our community level. These workers can play a crucial role in reaching out to disabled individuals in remote rural areas and ensuring our healthcare needs are met</p>	<ul style="list-style-type: none"> • Employment reduces poverty • Financial dependence • Economic dependence • Employing health workers • Social protection

Step 3: Generating themes

Turning codes into themes

Codes:

- Employment reduces poverty
- Financial dependence
- Economic dependence

Theme: Job opportunities

Codes:

- Employing health workers
- Social protection

Theme: Social security

Step 4: Reviewing themes

The investigator ensured that the themes were factual and beneficial. She returned to information set and compared the research themes against it. She thoroughly examined if she had missed anything. She also examined if the themes were present in the data and also thoroughly examined if there were changes she could make to those themes to work better. There was no need to discard or split themes because everything was in order. The final list of themes is following:

1. Job opportunities
2. Social security

Step 5: Defining and naming themes

The researcher examined “Employment opportunity” theme and determined exactly what it meant by “job opportunities.” She believe the theme would be better named as “employment opportunities”. She the revised “Social security” theme and came up with “Social protection.”

Step 6: Writing up

Introduction

The researcher used thematic approach to analyse data on the third objective, how current policies are helping disabled people in rural areas. She used direct quotes from interviews and came up with the themes from the previous stages. The themes are employment opportunities and social protection emerged as significant aspect within the data collected from rural PWDs in Zvimba highlighting how PWDs in rural areas are being helped by current policies.

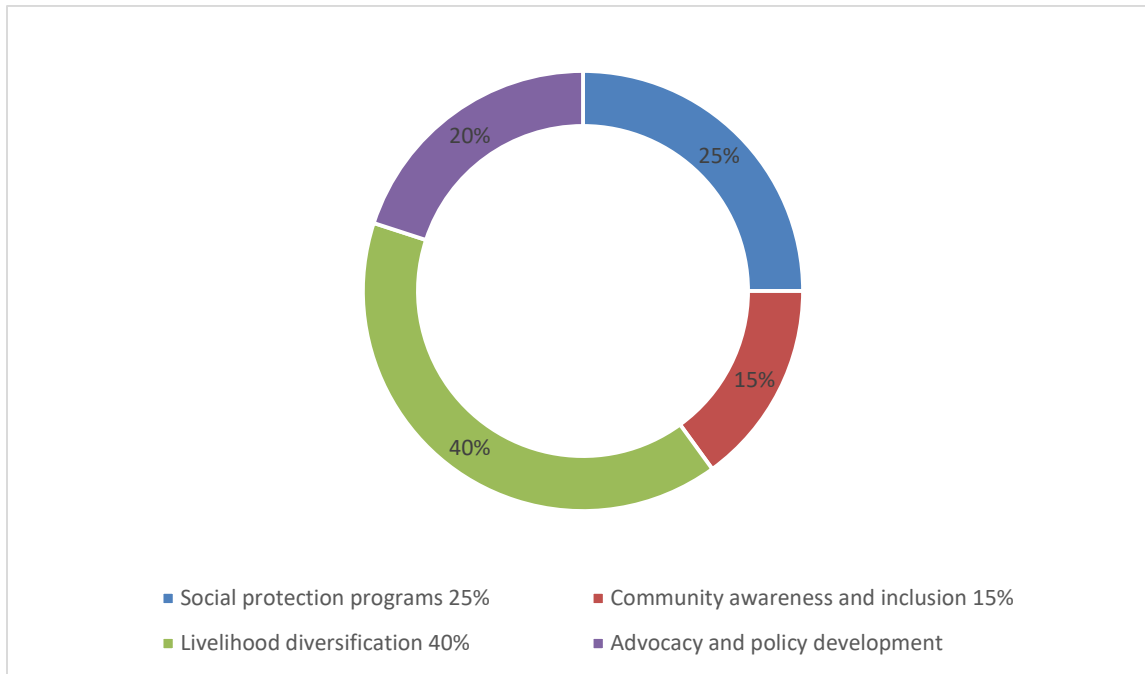
Firstly, there is employment opportunities theme. Employment opportunities refer to the availability of suitable and accessible work options for individuals with disabilities in rural areas. It encompasses various aspects, such as job placements, vocational training programs, skill development initiatives, and supportive workplace environments. This theme highlights the positive impact of current policies and initiatives that aim to promote inclusivity and equal employment opportunities for individuals with incapacities in rural settings. To provide assistance, the employment opportunities theme, quotes from the data were identified. For instance, participant mentioned, *“Skills training and employment opportunities enable us to earn a livelihood and become financially independent...”* This quote demonstrates how current policies and initiatives can create opportunities for individuals with disabilities to gain relevant skills and find suitable employment in rural areas. The employment opportunities theme reflects the positive impact of current regulations and initiatives on employment prospects of persons with impairments living in rural regions. It highlights how inclusive practices, vocational training programs, and supportive workplace environments can break down barriers and promote workforce participation.

Moreover there is social protection theme. Social protection refers to the range of policies and programs that aim to provide a safety net for individuals with disabilities in rural areas. It encompasses various aspects, such as disability benefits, healthcare coverage, social welfare services, and community support networks. This theme highlights the positive impact of current policies and initiatives that prioritize the social well-being and inclusion of individuals with disabilities in rural settings. To support the social protection theme quotes from the data were identified. For instance, participant mentioned, *“...Training and deploying community health workers who are knowledgeable about disability issues and can provide healthcare services and support at our community level...”* This quote demonstrates how current policies and initiatives in social protection can provide healthcare services and support coverage to individuals with impairments in remote areas. Social protection theme reflects the positive impact of current policies and initiatives on the social well-being and incorporation of persons with impairments living in remote areas. It highlights how social support programs, community networks, and financial assistance contribute to enhancing the quality of life and reducing the vulnerabilities faced by individuals with disabilities.

In conclusion, these themes demonstrates the positive impact of current policies and initiatives in providing social support, financial assistance and employment opportunities for individuals with disabilities.

4.6 Measures to improve the survival strategies of rural PWDs in Zimbabwe

Fig 4.3 Shows population percentage and measures to improve survival strategies of rural people with disabilities



n = 200

The residents of Zvimba Rural District gave a lot of alternative measures in relation to the measures to improve the survival strategies of rural PWDs in Zimbabwe. The measures were given by different PWDs from different villages whereby 25% were saying it promotes social protection programs, 15% agreed on community awareness and inclusion, 40% were saying livelihood diversification and advocacy and policy development was agreed by 20%.

4.6.1 Social protection programs

In a focus group discussion conducted, it was discussed that social protection programs is a measure to improve the survival strategies of rural PWDs in Zimbabwe. It was supported by 25% of PWDs respondents. Implement social protection initiatives created especially for disabled persons living in rural areas such as disability grants or subsidies for essential goods and services.

These programs provide financial support to meet basic needs and enhance their overall well-being. In a focus group discussion in Kawondera village another respondent supported this by saying:

“Social protection programs provide financial assistance to us as people with disabilities. This financial support can help meet basic needs, access healthcare services and improve our overall well-being”.

4.6.2 Community awareness and inclusion

Some of the respondents cited community awareness and inclusion as a measure to improve the survival strategies of rural PWDs in Zimbabwe. 15% of PWDs supported this measure Conduct awareness campaigns to promote understanding, acceptance and inclusion of people with disabilities within rural communities. This can involve organising community events, workshops or sensitization programs. For example organising disability awareness workshops in rural villages can help eliminate misconceptions and prejudices, fostering a more inclusive community. According to Choruma, (2017) in Chapter Two, supported this by saying that the PWDs and their families often hope for a society that embraces inclusivity and provides equal opportunities for all.

4.6.3 Livelihood diversification

In addition, in a focus group discussion, it was discussed that livelihood diversification is another measure to improve the survival strategies of rural PWDs in Zimbabwe. It was supported by 40% of respondents. Promote diversified livelihood opportunities for rural people with disabilities such as entrepreneurship, microedit programs or cooperative schemes. Supporting individuals in starting small businesses such as poultry, farming, expands their income generating options and reduces dependency. Cobley, (2017) in Chapter Two supported this by saying that, self-employment like carpentry shoe repair, basket weaving and agriculture provides revenue for huge quantity of disabled men and women. A direct quotation from a focus group discussion participant from Chidarikire village follows:

“Livelihood diversification requires us to acquire new skills and knowledge in different areas. By engaging in diverse activities, rural people we can develop a broader range of skills which can enhance our employability and income-earning potential”.

4.6.4 Advocacy and policy development

More still, the findings show that 20% respondents supported advocacy and policy development as measure to improve the survival strategies of rural PWDs in Zimbabwe. Advocate for disability-inclusive policies and ensure their implementation at the local, regional and national levels. This includes promoting rights of people with disabilities, incorporating accessibility standards and enforcing anti-corruption laws. Engaging with policy makers and disability rights organisations can lead to long term systematic changes that benefit rural people with disabilities.

It is quite clear that Zvimba Rural District according to the findings proposed social protection programs, community awareness and inclusion, livelihood diversification and advocacy and policy development as measures to improve the survival strategies of rural PWDs in Zimbabwe.

4.7 Thematic Analysis

The researcher used thematic approach to analyse data from direct quotes of focus group discussion on this fourth research objective which looks at the measures to improve the survival strategies of rural PWDs in Zimbabwe. Following the steps that have been explained in chapter three (3) on qualitative data analysis.

Step 1: Familiarization

This is the first stage, the researcher became familiar with her data. Prior to beginning to analyze each individual item, it was crucial to have a comprehensive overview of all the data that had been gathered. This required looking through the data to become comfortable with it, taking notes as you read the text, and generally looking at it.

Step 2: Coding

At this stage, the researcher need to code the data.

Focus group discussion Extract	Codes
<i>1. “Social protection programs provide financial assistance to us as people with disabilities. This financial support can help meet basic needs, access healthcare services and improve our overall well-being”.</i>	<ul style="list-style-type: none">• Social security• Funds improves living standards

<p>2. “<i>Livelihood diversification</i> requires us to acquire new skills and knowledge in different areas. <i>By engaging in diverse activities, rural people we can develop a broader range of skills</i> which can enhance our employability and income-earning potential”.</p>	<ul style="list-style-type: none"> • Multiple income generating activities • Rural empowerment
---	--

Step 3: Generating themes

Turning codes into themes

Codes:

- Social security
- Funds improves living standards

Theme: Social security

Codes:

- Multiple income generating activities
- Rural empowerment

Theme: Income mix diversification

Step 4: Reviewing themes

The investigator ensured that the themes were factual and beneficial. She returned to information set and compared research themes against it. She thoroughly examined if she had missed anything. She also examined if the themes were present in the data and also thoroughly examined if there were changes she could make to those themes to work better. There was no need to discard or split themes because everything was in order. The final list of themes is following:

1. Social security
2. Income mix diversification

Step 5: Defining and naming themes

The researcher revised “Social security” theme as “Social protection” theme. She also revised “Income mix diversification” and came up with “Income source diversification” theme.

Step 6: Writing up

Introduction

The researcher used thematic approach to analyse data on the fourth objective, the measures to improve survival strategies of rural people with disabilities. She used direct quotes from focus group discussions and came up with the themes from the previous stages. The themes are social protection and income source diversification emerged as significant aspect within the data collected from rural PWDs in Zvimba.

Firstly, there is theme of social protection. Social protection refers to a range of measures designed to provide a safety net and support system for individuals with disabilities in rural areas. It encompasses various aspects, such as social welfare programs, disability benefits, and healthcare coverage, access to education and vocational training, and community support networks. This theme highlights the importance of social protection measures in improving the survival strategies of rural individuals with disabilities and attending to their individual needs. To support the social protection theme, examples and quotes from the data were identified. For instance, participant mentioned, “*Social protection programs provide financial assistance to us as people with disabilities...*” This quote demonstrates how social protection measures can provide essential support to individuals with disabilities, enabling them to enhance their survival strategies and improve their overall well-being. The social protection theme underscores the significance of measures aimed at providing social support, financial assistance, and access to essential services for rural people with disabilities. It highlights how social protection initiatives contribute to improving survival strategies, addressing specific needs, and enhancing the overall well-being of people with disabilities living in remote regions.

Lastly, there is theme of income source diversification. It refers to the process of expanding the variety of income-generating activities and opportunities available to individuals with disabilities in rural areas. It involves exploring and engaging in multiple income sources beyond traditional

employment, such as entrepreneurship, self-employment, small-scale farming, cottage industries, or accessing government support programs. This theme highlights the importance of enabling rural people with impairments to be able to access a variety of income sources, which can enhance their survival strategies and economic resilience. To support the income source diversification theme, quotes from the data were identified. For instance, participant mentioned, “...*by engaging in diverse activities, rural people we can develop a broader range of skills which can enhance our employability and income-earning potential*”." This quote demonstrates how engaging in additional income-generating activities can contribute to enhancing the survival strategies. It highlights how exploring diverse income generating activities such as self-employment and entrepreneurship can enhance their survival strategies and improve their well-being.

In conclusion, these themes demonstrates the significance of measures aimed at enabling rural people with disabilities to access and engage in multiple income sources.

4.8 Chapter summary

The results presented, examined, and discussed in this chapter centered on the survival strategies for people with disabilities and the challenges they face in pursuing their strategies in Zvimba Rural District. Presenting the data in the format of charts, graphs and tables as well as direct quotes from in-depth interviews and focus group discussions statements. The following chapter will focus on conclusion, summary and recommendations.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The next part summarizes the summary, conclusion and recommended points as well as attempts to finish observations on the problem under investigation. The conclusions and tips are based on the findings in Chapter 4. This chapter is the last chapter of the study which puts in summary, the major findings as guided by the objectives of the study.

5.2 Summary of findings

The following are summaries of the main study conclusions depending on the investigation's goals.

5.2.1 Objective 1. To examine the survival strategies for rural PWDs

- The study observed that the rural people with disabilities mainly included them in income generating projects and self-help projects.
- The findings indicated that the majority of those surveyed concurred that 30% of PWDs are vendors.
- The study also revealed that PWDs work from hand to mouth as they are informally employed hence lack adequate skills so the quality of their work is poor.

5.2.2. Objective 2. To examine the challenges faced by rural PWDs whilst pursuing their strategies

- The study investigated that lack of finance, underdevelopment, no donors and competition of selling were the challenges faced by PWDs whilst pursuing their strategies.
- 70% of the respondents, findings indicated that a deficiency in funding was the main challenge confronted with rural PWDs whilst pursuing their strategies.

5.2.3. Objective 3. To examine how policies are helping disabled people in rural areas

- The study revealed that as a result of how current policies are helping disabled people in rural areas is through accessibility, education, healthcare, employment and social protection.
- The findings also revealed that, the implementation of these policies in rural areas are often limited resulting in inadequate accessibility.

5.2.4. Objective 4. To recommend measures to improve the survival strategies of rural PWDs in Zimbabwe

- According to the results in Chapter 4, the many respondents pointed out that social protection programs, community awareness and inclusion and livelihood diversification can improve survival strategies of rural PWDs.
- It was also revealed that advocacy and policy development can help to improve the survival strategies of rural PWDs.

5.3 Conclusions

The study's findings led to the following conclusions being drawn.

5.3.1 Objective 1. To examine the survival strategies for rural PWDs

- In relation to objective 1 which aims at examining the survival strategies for rural PWDs, it can be concluded that PWDs in rural areas are self-employed and that is their major source of livelihood.
- It can also be concluded that rural PWDs have limited formal employment opportunities due to a limited education.

5.3.2. Objective 2. To examine the challenges faced by rural PWDs whilst pursuing their strategies

- From the findings, the conclusion that can be made from the second objective is that the challenges faced by rural PWDs whilst pursuing their strategies has resulted in lack of finance to boost livelihood activities for PWDs.

5.3.3. Objective 3. To examine how the policies are helping disabled people in rural areas

- The study shows that when evaluating current policies policies are helping disabled people in rural areas, Policies are effectively addressing the issues faced by PWDs where they promote accessibility, education, healthcare, employment and social protection. However, the implementation of these policies in rural areas are often limited resulting in inadequate accessibility measures.

5.3.4. Objective 4. To recommend measures to improve the survival strategies of rural PWDs in Zimbabwe

- The majority of the respondents said that social protection programs can be implemented as a measure to improve the survival strategies of rural PWDs in Zimbabwe whereby is specifically designed for rural people with disabilities such as disability grants or subsidies for essential goods and services to meet basic needs and enhance their overall wellbeing.

5.4 Recommendations

After the entire investigation was completed and results were fully reached, the student therefore made the following recommendations.

- The government must advocate for policy changes. Work towards policy changes that protect and advance the well and rights of individuals with disabilities such as accessibility regulations, inclusive employment practices and healthcare reforms. Some of the respondents in Zvimba Rural District said engaging with policy makers and disability rights organisations can lead to long term systematic changes that benefit rural people with disabilities.
- The government must promote accessibility and universal design. Advocate for the implication of accessibility standards and universal design principles to guarantee that products, services, and surroundings are handicapped-accessible.
- The government must enhance disability awareness and education. Promote disability awareness and education programs to foster understanding, empathy and inclusion in society.
- The government must support independent living. Provide resources and support systems that empower individuals with impairments to live freely and actively participate in their communities.
- The government must develop inclusive emergency preparedness plans. Ensure that emergency preparedness plans take into account the unique requirements and difficulties faced by people with disabilities, such as providing accessible evacuation routes and means of communication.

5.5 Further research implication

This research has room for more advancements. Due to its location in the Zvimba Rural District, this study was restricted in scope. Individuals in this location may not look at their PWD survival tactics as much as individuals in Bindura, and they may also experience different obstacles in executing their methods. To compare the results, more research in different provinces is required.

REFERENCES

- Adamson, F. (2016). *Privatisation or public investment in education*. Stanford Centre for Opportunity Policy in Education. <https://edpolicy.stanford.edu/library/publications>.
- Altman, B. M. (2012). *The labor market experience for people with disabilities*. Pretoria: Human Science Research Council.
- Babbie, E. (2013). *The Practice of Social Research*. Cape Town: Oxford University Press.
- Barnes, C. (2017). *Qualitative Research: Valuable or Irrelevant? Disability, Handicap and Society*, Vol. 7(2), pp.115-124. California: Sage Publications.
- Campbell, R. J. (2004). *Campbell's psychiatric dictionary*. Oxford: Oxford university press.
- Charlton, J. I. (2020). *Disability Oppression and Empowerment*. Berkeley, CA: University of California Press.
- Chimedza, R. and Peters, S. (2019). *Disability and special needs education in an African context*. College press: Harare.
- Chiparaushe, B. T. et al (2012). *A Survey of Challenges, Opportunities and Threats Faced by Students with Disabilities in the Post- Independent era in Zimbabwe*. Harare: Students Solidarity Trust.
- Choruma, T. (2017). *The Forgotten Tribe: People with Disability in Zimbabwe*. London: Progression.
- Cleophas, T.J., Zwinderman, A.H., Cleophas, T.J. and Zwinderman, A.H., (2018). Bayesian Pearson correlation analysis. *Modern Bayesian statistics in clinical research*, pp.111-118.
- Cobley, D.S. (2017). *Towards economic empowerment: Segregation versus inclusion in the Kenyan context*. Disability.
- Cohen, P. (2018). *Modern Social Theory*. New York: Basic Books.
- Colella, A. (2012). *Disability and employment*. Washington DC: American Psychological Association.

- Coleridge, P. (2013) *Disability Liberation and Development*. Oxford: Oxfam Publications.
- Creswell, J. (2014). *Research design: Qualitative, Quantitative and mixed methods approaches* (4th edition) Thousand Oaks, CA: Sage.
- DFID (2019). *Disability Issues in Zimbabwe*. DFID: London.
- Durant, W. (2014). *The history of special education and integration*. Nigeria: Andex Press.
- Emerson, R. M. (2014). *Social reproduction ideologies*. Geneva: Switzerland.
- Erevelles, N. (2012). *Disability and difference in global context*. London: University of Chicago
- Fabricant, M. (2012). *Special education and overrepresentation of students of color*. Cambridge: Cambridge University of Press.
- Farganis, J. (2010) *Readings in Social Theory*. New York: McGraw Hill.
- Ferguson, M. (2018). *Racial and gender segregation*. John Wiley and Sons: New York.
- Fiddiman, B. and Yin, J. (2019). *The danger private school voucher programs pose to civil rights*. Princeton: Princeton University Press.
- Fritz, D. (2021). *Making poverty reduction inclusive*. Cambodia: Tanzania.
- Giddens A, (2014). *The Constitution of Society*. Polity Press: London.
- Hanks, J. and Hanks, L. (1948). *The Physically Handicapped in Certain Non-Occidental Societies*’. *Journal of Social Issues*, 4 (4), 11-20
- Haralambos, M. and Holborn, M. (2012). *Themes and Perspectives*. London: McGraw Hill Companies.
- Helander, E. (2013). *An introduction to community based rehabilitation*. New York: United Nations Development Program.
- Lipman, P. (2012). *The new political economy of urban education* .Oxford: University of Oxford.

- Lipsey, M. S. (2015). *The efficacy of psychological, educational, and behavioral treatment*. American Psychologist, 48, 1181-1209.
- Lukoff, I. F. and Cohen. O (2021). *Attitudes toward the blind*. (Eds.), Attitudes toward blind persons (pp. 1-74). New York: American Foundation for the Blind.
- Marongwe, N. and Mate, R. (2017) *Children and Disability, Their Households' livelihoods Experiences in Accessing key service*.Ftv. Stakeholders Conference.
- Martin, L. (2015). *Persistent and growing socio-economic disparities in disabilities in disability among the elderly*. London: Mcmillan.
- McMillan J.M and Schumacher, S (2017).*Research in education: a conceptual introduction* _New York: HarperCollins College Publishers.
- Mhloyi, M.and Kanyenze (2013) *Concept paper. Zimbabwe Human Development Report*. University of Zimbabwe. Harare.
- Mitra S et al (2016). *Disability and Poverty in the Developing Countries: A Snapshot from the World Health Survey*. SP Discussion Paper No.1109.
- Mouton, J. and Marais, H.C. (2014) *.Basic concepts in the methodology of the social sciences, Pretoria: HSRC. OECD (Organisation for Economic Cooperation and Development) reviews of innovation policy: South Africa, Paris: OECD*.
- Mtewa E (2018). *Cross-cutting Issues: Disability and the Constitution Making Process for Zimbabwe*. The Indian Journal of Social Work Volume 72 Issue 2.
- Muya, E. and Owino, O (2017). *Special education in Africa*. Nairobi: UNESCO, Nerfin.
- Nachimias, F. C. and Nachimias .D (2017). *Research Methods in the Social Sciences Study Guide (7thEds)*.New York: Worth Publishers.
- Nachmias, C.F. and Nachmias.D (2010). *Research methods in Social Sciences 5th Edition*. New York: St Martins.

Naomi .T (2012). *Disability Inclusion and Exclusion. End the Cycle*. Retrieved from <http://www.youtube.com/user/endthecycleAUS?feature=watch>.

National Association of Societies for the Care of the Handicapped (NASCOH) (2012). Disability and Exclusion, NASCOH News 48(June) online at: <http://www.nascoh.org.zw>.

Nielsen, K. F. (2012). *A disability history of the United States*. MIT Press: Cambridge.

Oliver, M. (2014). *The politics of disablement*. London: Mcmillan.

Onwuegbu, O. (2012). *Development of special education*. Nigerian: Fountain Books.

Osgood, R. L. (2015). *Equity and marketization*. New York: Zed books.

Otoole, B. (2019). *Development and Evaluation of a Community Based Rehabilitation Programme for Preschool Disabled Children*. Institute of Education: University of London.

Patton, M. Q. (2021). *Qualitative Research & Evaluation Methods*. 3rd ed. London: Sage Publications.

Pritchard, D. (2019). *Education and the Handicapped*. London: Routledge.

Rauh, P. (2017). Violence and Starvation in First World War Psychiatry: Origins of the National Socialist ‘Euthanasia’ Program. *Psychological Trauma and the Legacies of the First World War*, 261-286.

Reilly, O. (2013). *The right to decent work of persons with disabilities*. ILO Geneva.

Ritzer, G (2018). *Sociological theory*. New York: McGraw Hill.

Rukuni, M.N (2015) *Introduction to Research Methods*, Zimbabwe Open University: Harare.

Shakespeare, T. (2017). *Disability. The basics*: Routledge.

SINTEF (2019). *Living conditions among people with activity limitations in Zimbabwe*. North Holland: New York.

Strauss, A.L. (2017). *Qualitative Basics of qualitative research: Techniques and procedures for developing grounded theory*. Thousand Oaks: Sage.

Tardi, R., & Njelesani, J. (2015). *Disability and the post-2015 development agenda. Disability and rehabilitation*, 37(16), 1496-1500.

Thompson, D. et al (2012). *Community Attitudes to People with Disability: Scoping Project*, Occasional Paper No. 39, Social Policy Research Centre, Disability Studies and Research Centre, University of New South Wales, Perth: Commonwealth of Australia.

Tiun, L. (2013). *Challenges faced by people with disabilities in the world of employment* Philadelphia: WB Saunders.

Turnball, B. (2016) *Cognitive style and ability in art related tasks*. The World Bank: Washington DC.

Winters, M. (2015) *Research Design: qualitative and quantitative approaches*. Berkley: University of California Press.

World Bank Report (2012) *People with Disabilities in India From Commitments to Outcomes* <http://siteresources.worldbank.org/INDIAEXTN/Resources/2955831171456325808/Chapter05.pdf>.

World Health Organization. (2011). *Community Based Rehabilitation: CBR Guide Lines*. Geneva: WHO.

World Health Organization. (2015) *Community-Based Rehabilitation: CBR Guide lines*. Geneva: WHO.

Yeo, R. & Moore, K. (2013). *Including Disabled People in Poverty Reduction Work: “Nothing About Us, Without Us”*, in *World Development*. Vol.31 No.3 571-590.

Zimbabwe Department of Social Services, (2022). *Report on the causes of disabilities in Harare*: Zimbabwe.

Zimbabwe Government (2011). *Disabled Person Act*. Government printer: Harare.

APPENDICES

APPENDIX 1: Questionnaire

Dear Respondents

My name is Value Ngoche; I am an undergraduate student at Bindura University of Science Education pursuing a Bachelor's Degree in Development Studies. I am required to carry out a research project in partial fulfilment of the requirements for the degree. As such the student is carrying out a research on **“Understanding the survival strategies and challenges faced by people with disabilities: Case study of Zvimba Rural District, Zimbabwe”**. May you please complete the questionnaire as responses to the research project if you would be so kind. Your answers will be handled with the highest secrecy and used exclusively for scholarly research. Your assistance will be much valued.

INSTRUCTIONS:

- Please answer all the questions honestly.
- Please kindly indicate your answers by ticking where appropriate in the boxes and writing in the spaces provided.
- Your name or identity is not required.

For more information, you can contact the following:

Researcher

Value Ngoche

Phone number: 0776861449

Email: valuengoche11@gmail.com

Research Supervisor

Dr Siziba

Phone number: 0772288404

SECTION A: Demographic information

1.1 Sex

Male Female

1.2 Age of respondents

Below 30 years 30-50 years 51-70years 70 years and above

1.3 Academic Qualification of respondents

Primary Secondary Diploma Degree

1.4 Type of disability

SECTION B: Questionnaire guide

1. What type of disability do you have and how does it impact your daily life in a rural area?
2. What employment opportunities are available to you in your area?
3. Are you aware of the support services, resources and rights available to individuals with disabilities in rural areas?
4. How would you describe the attitudes and perceptions of the people in your rural community towards people with disabilities?
5. How has the education system in your rural area accommodated your needs as a person with disability?
6. Do you feel socially connected and included in your rural community?
7. How do you typically travel within your community and to neighboring towns or cities?
8. Did you receive funding from NGOs on your projects?
9. Have you encountered any physical barriers or obstacles in your community that make it difficult for you to access essential services or facilities?
10. Did you approach financial institutions and NGOs for funding of your business?

SECTION C: In-depth interview guide

1. What specific strategies have you developed to navigate daily life as a person with a disability in a rural area?
2. How do you overcome transportation challenges to access essential services?

3. How do you stay connected and engaged with your rural community?
4. Have you personally benefited from any government policies or programs that are designed to assist people with disabilities in rural areas?
5. How would you rate the accessibility of public infrastructure and facilities?
6. Have you encountered any challenges in accessing healthcare services?
7. Are there any policies or programs that support employment opportunities for disabled individuals?
8. Are there any policies or funding programs that support the provision of assistive technologies or adaptive equipment for PWDs?
9. Are there any policies or programs that promote inclusive education for students with disabilities in rural areas?
10. How would you rate the overall impact of current policies on the social inclusion and well-being of disabled individuals in rural areas?

SECTION D: Focus group discussion guide

1. In your opinion what are the key areas where improvements can be made to enhance the survival strategies of rural people with disabilities?
2. Are there any specific policies that you believe would be effective in addressing the challenges faced by PWDs?
3. How can transportation services be improved to better facilitate access to healthcare, employment, education and social opportunities for PWDs.
4. Are there any specific resources or training programs that would improve education system?
5. How can awareness and understanding of disability related issues be increased within rural communities?
6. Are there any measures that can be taken to enhance employment opportunities and vocational training for rural PWDs?
7. What are the specific challenges you encounter as a person with disability living in a rural area?
8. How would you describe the accessibility of public infrastructure and facilities in your rural area?

9. What role can community organisations, support groups and social initiatives play in improving the survival strategies of rural PWDs?
10. What measures or incentives can be put in place to encourage business and establishments in rural areas?